ED 328 662 AA 001 210

Resources in Education (RIE). Volume 26, Number 7.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 328 677 CE 056 700

Courtault, Michel

Pre-Literacy Training: A Useful Concept? = La Pre-alphabetisation: Une Notion Utile? Notes, Comments...No. 185.

United Nations Children's Fund, New York, N.Y.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Feb 89
NOTE- 39p.
LANGUAGE- English; French
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Auditory Perception; *Beginning Reading; Classroom Techniques; *Illiteracy; *Literacy Education; Mathematics; *Orthographic Symbols; *Reading Readiness; Teaching Methods; Visual Perception; Writing Readiness
IDENTIFIERS- Numeracy

The concept of "preliteracy" is important for adult literacy programs. All illiterate adults can undertake their initiation into the world of letters and figures provided they are strongly motivated to do so. Experiments on motivation indicate that literacy programs must respond at least to one essential need of the future literate person. Illiterate people face a number of difficulties with regard to letters and figures. Studies have shown that they experience serious difficulties in understanding pictures and drawings if they live in an environment poor in written signs. In the case of "reading drawings," the notion of proportion and perspective must be introduced; colors facilitate the understanding of pictures; and readers must be able to identify specific sounds that are related to specific graphical symbols. In preparing adults to read, the teacher should develop exercises that teach reading sense or direction and identify problems related to similarities of the symbols used in writing. Preparation for writing should include starting with simple motor activity and continue into the reading of images. Numeracy exercises should relate the quantities of objects known to the graphical representation and then provide for the memorization of signs. (A French language version follows.) (YLB)

ED 328 691 CE 056 785

Kraeling, Vicki
Project T.E.A.M. (Technical Education Advancement Modules). Fundementals of Workplace Integration.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 131p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Administration; Career Choice; Career Education; *Computer Software; Course Content; Employment Potential; Futures (of Society); *Human Resources; Job Skills; *Manufacturing; *Productivity; *Technical Education; Technical Occupations; Technological Advancement; Two Year Colleges; Units of Study
IDENTIFIERS- *Computer Integrated Manufacturing

This module is one of a series of instructional guides developed by Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training for unemployed, underemployed, and existing industrial employees whose basic technical skills are in need of upgrading. The module is a 27-hour overview course on workplace integration intended to develop competencies in the following skill areas: identifying the basic elements that make up an integrated environment; understanding the hardware/software solutions currently in use; understanding the importance of the human resource in an integrated environment; and analyzing the role of integration in today's workplace. The six units cover the following topics: introduction to a changing world in manufacturing; the business enterprise in four areas--marketing, engineering and research, production management, and production; and strategy, planning, and implementation of integration. The manual serves as a student outline and as an instructor guide. It includes information sheets, role-playing exercises, fill-in forms, and other learning activities. (KC)

ED 328 705 CE 056 841

Pond, Robert J.

Implementing an Introductory Course to the Engineering Technologies. The Need for Such a Course, a Recommended Curriculum, and Selected Presentation Suggestions.

PUB DATE- Dec 90

NOTE- 18p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Associate Degrees; Career Education; Community Colleges; *Course Content; *Course Descriptions; *Curriculum Development; Employment Opportunities; *Engineering Technology; High Schools; *Introductory Courses; Mathematical Applications; Teacher Qualifications; Technical Education; Two Year Colleges

An introductory course for the engineering technologies may be offered for secondary school credit, two-year college credit, or combined secondary and college credit to provide a necessary bridge between high school and college. The course curriculum combines an overview of the different engineering technologies with some actual knowledge and skills needed to master later coursework in the technologies. Course instructors must be carefully selected. They must be experienced technical-level instructors, be experienced in the real-world needs of industry, and be comfortable discussing philosophical-social concepts and not simply math-science concepts. The course should: (1) present career planning information that clearly defines the responsibilities of the various disciplines; (2) integrate people skills; (3) provide information on professional societies; (4) address applications requiring mathematics rather than present a complete treatment of mathematics; (5) emphasize the importance of the basic rules of algebra; (6) introduce engineering applications involving trigonometry; (7) present conversion; and (8) teach the international system of measurement. At least one hands-on laboratory experience is recommended. The course also provides an opportunity to establish standardized reporting and to introduce the students to computer application programs. (YLB)

ED 328 720 CE 056 889

Rohfield, Rae Wahl, Ed.

Breaking New Ground: The Development of Adult and Workers' Education in North America. Proceedings from the Syracuse University Kellogg Project's Visiting Scholar Conference in the History of Adult Education (1st, Syracuse, New York, March 1989).

Syracuse Univ., N.Y. School of Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Nov 90
NOTE- 305p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Adult Education; Adult Educators; Blacks; *Educational Development; *Educational History; Folk Schools; Foreign Countries; Immigrants; *Labor Education; *Participative Decision Making; Postsecondary Education; Public Policy; Social Integration; Teacher Education; Unions; Womens Education; *Working Class
IDENTIFIERS- Canada; United States

The 19 papers in this conference report examine the formative period of the field of adult education, the development of workers' education, and the interrelationships of the two fields. The four papers in Section I, on defining adult education are: "Challenging the System: The Adult Education Movement and the Educational Bureaucracy of the 1920s" (Rose); "The American Library Adult Education Movement: The Diffusion of Knowledge and the Democratic Ideal, 1924-1933" (Rachal); "A Primary Source for Everett Dean Martin's Agenda for Adult Education" (Day); and "The Danish Folk High School and Its Reception in the United States: 1870s-1930s" (Stubblefield). Section II contains two papers on adult education as a new academic field: "Early Ideas on the Training of Leaders for Adult Education" (Brockett) and "Social Science and the Making of Adult Education Theory: Influences on the Study of Participation, 1930-1960" (Courtney). The 10 papers in Section III address the questions of whether workers' education and adult education are separate topics. They are: "Early Interpretations of Workers' Education" (Keane); "Education and Working Class Culture: German Workers' Clubs in Nineteenth Century Chicago" (Schied); "Workers' Education as Counter Hegemony: The Educational Process at Work Peoples' College, 1907-1941" (Altenbaugh); "Dangerous Knowledge: Canadian Workers' Education in the Decades of Discord" (Welton); "Fannia Mary Cohn: An Education Leader in Labor and Workers' Education, Her Life and Times" (Long, Lawry); "Eduard Lindeman and Workers' Education" (Stewart); "Workers' Education and Adult Education" (Bloom); "The Women of Summer: The Bryn Mawr Summer School for Women Workers, 1921-1938" (Heller); "Workers' Education and the National Urban League" (Morgan); and "Building for a Long Future: Workers' Education in the Progressive Era" (Casey). Section IV provides three papers on adult education, workers' education, and national policy: "New Deal Teacher-Training Centers, 1934-1935" (Kornbluh); "Education in the Work Place: A Brief Overview" (Carlson); and "The Morale of the People: Reflections on Adult Education in British Columbia in the Great Depression" (Selman). (YLB)

ED 328 734 CE 056 912

Berns, Robert G.

The Relationship between Vocational Education Teacher Job Satisfaction and Teacher Retention Using Discriminant Analysis.

PUB DATE- 1 Dec 90

NOTE- 34p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Career Change; *Career Planning; Classification; Discriminant Analysis; Employment Level; Employment Patterns; Job Performance; *Job Satisfaction; Role Perception; Secondary Education; Self Evaluation (Individuals); Teacher Administrator Relationship; Teacher Effectiveness; Teacher Expectations of Students; *Teacher Persistence; Teacher Retirement; *Vocational Education Teachers

IDENTIFIERS- *Ohio (Northwest)

A study explored the relationship between job satisfaction and teacher turnover of practicing and former vocational education teachers in Northwest Ohio. Factor analysis, discriminant analysis, and an instrument with 38 job satisfaction indicator statements were used to determine these relationships. A total of 745 of 1,025 practicing teachers and 116 of 381 former teachers responded. The practicing teachers, retired teachers, and former teachers who left for reasons other than retirement generally expressed job satisfaction. Each group disagreed with certain job satisfaction indicator statements. The factor analysis resulted in nine factors being identified: public perceptions, school support, self-perception, expectations, job satisfaction, job challenge, job effectiveness, effort, and status. Differences were found between former teachers who retired and former teachers who left their teaching positions for reasons other than retirement. Administrators may have an important effect on whether a teacher continues in that teaching position. The discriminant analysis classified practicing teachers according to whether or not they remain in teaching until retirement and resulted in a misclassification probability of 12.5%. Comparing self-report data in career plans of practicing teachers with the data from the classification procedure, differences emerged. The job satisfaction instrument should determine whether a teacher continues in that position rather than relying on self-report. Six references and nine detailed statistical tables (21 pages) are provided. (NLA)

ED 328 748 CE 056 943

Camp, William G.; Heath-Camp, Betty

The Teacher Proximity Continuum: A Conceptual Framework for the Analysis of Teacher-Related Phenomena.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 1 Dec 90
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1, 1990). For related documents, see ED 303 628, ED 312 501, CE 056 941, and CE 056 944.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Beginning Teacher Induction; *Beginning Teachers; Classification; *Educational Practices; Individual Characteristics; Inservice Teacher Education; Interpersonal Relationship; Interviews; Journal Writing; Locus of Control; Nominal Group Technique; Peer Relationship; Professional Development; Program Development; *Proximity; Secondary Education; Teacher Influence; *Vocational Education Teachers

In conjunction with a national study on the induction process for beginning vocational teachers, researchers developed a general conceptual framework for the classification and analysis of teacher-related phenomena. The framework, called the Teacher Proximity Continuum, has proved useful in analysis of negative influences, positive influences, significant events, and assistance provided to teachers. Based on functional distance from the teacher, the continuum has been used to classify over 5,000 events and influences up to this point and appears to hold great promise for utility in continuing analysis. Two samples of beginning vocational teachers participated in the study, 12 first-year teachers and 13 third-year teachers. Data for the analysis were collected from the teachers for a year using nominal group technique, interviews, and daily logs. A total of 281 NGT problem statements and 1,777 daily log negative influences were identified. The grouping system that emerged was based on the functional proximity to the teacher. Categories or domains of interest were then developed. The Teacher Proximity Continuum consists of eight domains at five levels of functional distance from the teacher. The five distance levels are personal characteristics, professional skills, interpersonal relationships, educational system, and extra system (outside educational system boundaries). The domains are internal, pedagogy, curriculum, program, peer, student, system, and community. The model was valid for the purpose for which it was used, reliable, and inclusive of the events analyzed. (Five references and a figure describing the Teacher Proximity Continuum are included.) (Author/NLA)

ED 328 762 CE 056 969

Hoachlander, E. Gareth
Systems of Performance Standards and Accountability for Vocational Education. Guidelines for Development. Working Papers.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 6p.; Paper prepared for the Fall Leadership Conference of the National Association of State Directors of Vocational Technical Education Consortium (Seattle, WA, September 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accountability; *Behavioral Objectives; Competence; Competency Based Education; Evaluation Methods; Guidelines; Postsecondary Education; Program Development; *Program Evaluation; Secondary Education; *Standards; *Vocational Education

This paper provides guidelines in a question-and-answer format for developing systems of performance standards and accountability for vocational education. The seven questions answered in the guide are the following: What are performance measures and standards? What types of performance measures and standards should be developed? How many measures and standards should be developed? Why is it necessary to measure changes over time? What constitutes good performance measures and standards? What kinds of statistical controls need to be incorporated into a system of performance standards and measures? and How might one proceed with developing a system of standards and measures? Each question in answered in an outline format of several statements. (KC)

ED 328 776 CE 056 992

Human Resources and Competitiveness. Report of the Committee on Human Resources, The President's Commission on Industrial Competitiveness. Research Report Series RR-87-27.

National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jan 87
NOTE- 35p.; Reprinted from "Global Competition: The New Reality."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Competition; Dislocated Workers; *Economic Development; Economics; Educational Cooperation; Educational Improvement; Elementary Secondary Education; Free Enterprise System; *Futures (of Society); *Human Capital; *Human Resources; *Labor Force; Labor Supply; Planning; Postsecondary Education; *Productivity

Competitiveness is a function of a nation's resources and how effectively those resources are used relative to that nation's competitors. The people of a nation, with their knowledge, skills, and attitudes, determine how effectively technology, capital, and trade will be used to the nation's competitive advantage. The competitive challenge to the human resources of the United States requires that the nation recognize its strengths and make them stronger, recognize its weaknesses and act together to address them. A crucial weakness that impedes the country's ability to address these and other competitiveness problems is the lack of structures through which the key economic actors in U.S. society--industry, labor, and government--can come together and systematically address the problems shared by all. To confront this systemic problem, the Commission on Industrial Competitiveness recommends that the federal advisory committees affiliated with the Departments of Commerce, Labor, and Treasury, and the Office of the U.S. Trade Representative be evaluated and revised to serve as a possible basis for the development of such consensus-building structures. Three other areas are pivotal to addressing the competitive challenge to U.S. human resources: (1) the quality of human resources must be enhanced; (2) the rapid redeployment of labor in the economy must be made possible; and (3) the most effective use of human resources must be made. (Author/KC)

ED 328 791 CE 057 014

Hawe, J. Michael, Comp.
What Do Employers Want from Education: An Employer Survey of 16-18 Year Olds in the Thames Valley.
Thames-Chiltern Chamber of Commerce and Industry, Slough (England).
PUB DATE- 90
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Developed Nations; *Educational Practices; *Employer Attitudes; Employment Qualifications; Foreign Countries; Job Skills; *Personnel Selection; *Recruitment; Secondary Education; *Vocational Education; Youth Employment
IDENTIFIERS- England; France; West Germany

A survey investigated what employers in the Thames Valley, England, were looking for in their recruitment of young people aged 16-18. Of 600 companies, 37 percent responded. Twenty percent did not recruit at that age level; 76 percent required two advanced ("A") levels and Pass grades. Recruitment of young people with a General Certificate of Secondary Education showed no clear pattern relating the number of subjects, grades achieved, and type of subject to the job offered. Personal qualities such as aptitude, reliability, and willingness to tackle any task were important at every level of recruitment. Companies rated highly skills in listening, comprehension, speaking, and new technology. Eighty-three percent would not consider taking on a student with learning difficulties. A comparison study of recruitment in Augsburg, West Germany, collected information on the school system in general and on the vocational training system, which consists of the dual-system, apprenticeship that combines practical on-the-job learning with theoretical instruction in vocational schools, and the full-time vocational education system. Another survey collected information on vocational education and training systems for young people in the region of Pays de la Loire, France. Only 10.5 percent of young people failed to continue their education; the large number of continuing students puts a burden on the educational system. (The Thames Valley survey is appended.) (YLB)

ED 328 79

ED 328 805 CG 022 393

Parks, Barbara; Omilian, Susan

AIDS in Connecticut: Recommendations for a State Policy Response. Report to the Governor's Human Services Cabinet to Governor William O'Neill.

Connecticut State Office of Policy and Management, Hartford.

PUB DATE- May 89

NOTE- 176p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) o

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Government Role; *Public Health; *State Action; State Agencies; State Government

IDENTIFIERS- *Connecticut

The first part of this five-part report on Acquired Immunodeficiency Syndrome (AIDS) in Connecticut defines the public health challenge presented by AIDS and describes the roles of community-based AIDS organizations, the Connecticut state government, and the Governor's Human Services Cabinet in addressing that challenge. Part II, "The AIDS Problem in Connecticut," presents statistics on AIDS in the state and looks at transmission categories, the distribution of cases by locality, trends in the rate of increase, the prevalence of infection, AIDS in minorities, variation by age, AIDS in children, and projections. Part III, "Human Needs in the AIDS Epidemic," considers the roles of education and intervention in preventing the spread of human immunodeficiency virus (HIV) infection; examines the delivery of health care and social services; looks at the financing of AIDS-related care; and discusses AIDS counseling and testing, surveillance, confidentiality, discrimination, and infection control. Part IV, "AIDS Policy Principles and Recommendation for State Action," presents principles and recommendations in the areas of concern identified in part III. Part V, "Connecticut State Government Response to AIDS," presents summaries of AIDS-related activities conducted through January 1, 1989 by numerous Connecticut state agencies. Appendices comprising about half of the document contain tables and figures, a summary of testimony at the public forums on AIDS, state personnel guidelines, the State Board of Education guidelines, the Centers for Disease Control guidelines, and a report to the General Assembly by an AIDS task force. (NB)

ED 328 821 CG 023 127

Doubleday, Catherine; And Others

Children's Knowledge of Display Rules for Emotional Expression and Control.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- Aug 90

NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acculturation; Adolescents; *Affective Behavior; Age Differences; *Child Development; Children; *Emotional Response; Sex Differences; *Social Integration

An important task for children is to acquire their culture's rules for emotional display. Accurate knowledge of display rules prescribing, for example, safe targets for anger or indelicate situations for excitement helps regulate expressive behavior and mediate the impact of emotional expression on the self and others. In this study, children's knowledge of affective display rules was investigated. A sample of 7-, 11-, and 15-year-old children (N=370) and one each of their parents responded to items representing display rules for emotional expression and control. Analyses indicated that display rule knowledge improved with age. There was also a greater perception of adult consensus about control than expression rules among parents and children, and children knew the adult consensus for control rules earlier than for expression rules. Females knew expression rules better than males, but there was no difference in females' and males' knowledge of control rules. Knowledge of expression rules may emerge later than control rules because of the developmental pattern of related social-cognitive abilities and because adults may exert more pressures on children to control than to express emotion. Gender-related findings were consistent with societal expectations about expressive females and suggested males and females are equally encouraged to learn rules for controlling emotional displays. (ABL)

ED 328 839 CG 023 145

Ciborowski, Paul J.

The Changing Family. Leader's Guide. Group Manual. Focus on Behavior--Series I. First Edition.

PUB DATE- 84
NOTE- 127p.; Published by Stratmar Educational Systems, Inc., Port Chester, NY.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Anxiety; Child Custody; *Childhood Needs; *Divorce; Emotional Adjustment; *Family Problems; Fatherless Family; *Group Activities; Group Counseling; Marital Instability; One Parent Family; *Parent Child Relationship; Remarriage; Stepfamily

This document contains a leader's guide for a program for children of divorce between the ages of 11 and 18, and a manual written for the children and adolescents participating in the program. The leader's guide contains an index to all 12 sessions and the activities for each session. Five units are included: (1) a summary of the state of the art of counseling theory related to divorce and stepfamilies; (2) counseling dynamics and techniques; (3) a discussion of group counseling; (4) the instructions and activities found in the group manual; and (5) a list of references and a glossary of divorce-related terms. The group manual provides a sequential series of group activities to assist young people in coming to terms with parental divorce. Unit 1 provides an overview of divorce and the feelings that young people are likely to experience as a result of it. Unit 2 discusses the role of groups in helping children to cope with the effects of their parents' divorce. Unit 3, the heart of the manual, includes a 12-session group program, with short readings for discussion, and suggested activities, both in the group and later on at home. Unit 4 provides references on divorce which are appropriate for young people, a glossary of terms related to divorce, and potential sources of assistance or referral. (TE)

ED 328 856 CG 023 163

Pendarvis, Faye
Attitudes of Success.
PUB DATE- 3 Dec 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Achievement; *Attitudes; Elementary Secondary Education; *Goal Orientation; Individual Development; Objectives; Self Actualization; *Self Efficacy; Self Esteem; *Success

This document investigates the attitudes of successful individuals, citing the achievement of established goals as the criteria for success. After offering various definitions of success, the paper focuses on the importance of self-esteem to success and considers ways by which the self-esteem of students can be improved. Theories of human behavior are reviewed and examined as they apply to the field of education. Educational leaders are encouraged to instill in students an awareness of the destructiveness of negative thinking and the value of positive thinking. Suggestions for how to do this are offered through a review of models and beliefs of various authors. It is suggested that individuals with positive self-concepts are generally successful in any endeavor. A plan is proposed which allows educational leaders to become a part of promoting self-esteem in each individual student. A section on implications for enhancing self-esteem includes Mager's list of 20 positive practices for instructors; Chamberlin's list of 20 instructional traits; the California Task Force's 11 recommendations on education and self-esteem; Preziosi's 15 recommendations on how instructors can work with students; and suggestions from Purkey's Invitational Education Model. In addition, 22 of Purkey's Invitational samplers are listed, and his suggestions for both secondary school teachers and middle-school teachers are also provided. References are included. (NB)

ED 328 871 CS 009 714

Resnick, Lauren B., Ed.; Klopfer, Leopold E., Ed.

Toward the Thinking Curriculum: Current Cognitive Research. 1989 ASCD Yearbook.

Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- 89
NOTE- 231p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; *Critical Thinking; *Curriculum Development; Curriculum Research; Higher Education; Independent Reading; *Mathematics Instruction; Problem Solving; *Reading Comprehension; *Science Instruction; Writing Research
IDENTIFIERS- *Cognitive Research; Knowledge Acquisition

A project of the Center for the Study of Learning at the University of Pittsburgh, this yearbook combines the two major trends/concerns impacting the future of educational development for the next decade: knowledge and thinking. The yearbook comprises the following chapters: (1) "Toward the Thinking Curriculum: An Overview" (Lauren B. Resnick and Leopold E. Klopfer); (2) "Instruction for Self-Regulated Reading" (Annemarie Sullivan Palincsar and Ann L. Brown); (3) "Improving Practice through Understanding Reading" (Isabel L. Beck); (4) "Teaching Mathematics Concepts" (Rochelle G. Kaplan and others); (5) "Teaching Mathematical Thinking and Problem Solving" (Alan H. Schoenfeld); (6) "Research on Writing: Building a Cognitive and Social Understanding of Composing" (Glynda Ann Hull); (7) "Teaching Science for Understanding" (James A. Minstrell); (8) "Research on Teaching Scientific Thinking: Implications for Computer-Based Instruction" (Jill H. Larkin and Ruth W. Chabay); and (9) "A Perspective on Cognitive Research and Its Implications for Instruction" (John D. Bransford and Nancy J. Vye). (MS)

ED 328 886 CS 010 415

Ridout, Shirley Ramp
Kids Helping Kids Reading Program. Teacher's Guide, Student Kit, and Coordinator's Kit.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 21p.; For other booklets in this series, see CS 010 416-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Diseases; Elementary Education; *Fund Raising; *Hospitals; Parent Child Relationship; Parent Participation; *Physical Health; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

A reading program was developed as an educational project to benefit Kosair Children's Hospital in Louisville, Kentucky. Students at each grade level (kindergarten through grade eight) read stories and answer comprehension questions. Pledges are made by parents and friends for each question answered. The stories are about: diseases, accidents, accident prevention, children's reactions to hospital stays, dealing with personal differences, etc. For older children, the topics of alcohol and drug abuse are also included. Parents are encouraged to participate by helping their child read and answer the questions. Teachers may use stories or story topics in the classroom for instructional purposes. Teachers are provided with motivational and educational strategies to accompany these stories. These ideas integrate the language arts, social studies, health, and creative arts. Many are based on whole language ideas, and higher level thinking skills are encouraged. All children receive an achievement certificate signifying their participation in the program. Children who collect $10.00 or more in pledges receive prizes for their accomplishments. Children gain a sense of pride as they help other children. (MG)

ED 328 902 CS 010 431

Stevens, Robert J.; And Others

The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification. Report No. 44.

Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cooperative Learning; Elementary Education; *Instructional Effectiveness; *Reading Comprehension; Reading Instruction; Reading Research; *Reading Strategies
IDENTIFIERS- *Direct Instruction; *Main Idea; Pennsylvania; Summarization

A study investigated the impact of direct instruction on reading comprehension strategies and the degree to which cooperative learning processes enhance students' learning of strategies. Subjects, 486 third- and fourth-grade students in four elementary schools from an ethnically diverse school district in a medium-sized city in central Pennsylvania, were assigned to instructional treatments on strategies for identifying the main idea of passages. Treatments involved cooperative learning with direct instruction, direct instruction alone, and a traditionally instructed control group. Both groups who received direct instruction on main idea strategies performed significantly better than did the control students in identifying main ideas of passages. Students who also used cooperative learning processes to summarize and explain the strategies to one another performed significantly better than did the students who received only direct instruction on the strategies. (Three tables of data are included; 38 references are attached.) (Author/RS)

ED 328 917 CS 212 654

Goetz, Donna
Evaluation of Writing-Across-The-Curriculum Programs.
PUB DATE- 14 Aug 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Faculty Development; Higher Education; Interdisciplinary Approach; *Program Evaluation; Teacher Attitudes; Teaching Methods; *Writing Across the Curriculum; Writing Attitudes; Writing Instruction; Writing Research
IDENTIFIERS- Elmhurst College IL; Teacher Surveys; Writing to Learn

An ongoing study evaluated the effectiveness of a writing across the curriculum (WAC) program at a small liberal arts college. Fifty-five out of 99 full-time faculty responded to a survey seeking to compare WAC faculty who had voluntarily participated in at least a 3-day workshop to faculty not involved in the WAC program. Pre- and post-workshop data were also obtained from 14 new WAC faculty who participated in their first WAC workshop. Results revealed that WAC faculty required writing in more of the courses they taught and that they assigned more short papers and used short, ungraded writing exercises during class time. Results also revealed that WAC faculty more often reported providing preliminary feedback to students on rough drafts during the writing process and more often provided written instructions describing the writing assignment's purpose and format in their courses. WAC faculty were more likely to require journals in at least one class and reported using ungraded journals about twice as often as the non-WAC faculty. Pre- and post workshop data obtained from the 14 new WAC faculty revealed similar trends. (Suggestions for future evaluation research, an annotated bibliography of nine resources on WAC programs, and survey results are included.) (KEH)

ED 328 933 CS 507 398

Newburger, Craig; Hemphill, Michael

Video-Modeling and Pre-Performance Apprehension: Ignorance Is Bliss.

PUB DATE- Nov 91

NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (Atlanta, GA, November 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; Audiovisual Aids; *Communication Apprehension; Educational Strategies; Higher Education; Introductory Courses; Models; *Public Speaking; Speech Instruction; Teaching Methods; Undergraduate Students; *Videotape Recordings

IDENTIFIERS- Personal Report of Communication Apprehension

A study examined the effect of successful and unsuccessful video models on pre-performance public speaking anxiety of students enrolled in basic communication courses. Two hundred twenty-five students enrolled in the basic communication courses served as participants. Subjects were divided into four conditions according to how the instructions for their first in-class public speaking assignment were given: (1) subjects not confronted with video models; (2) subjects confronted with a successful video model; (3) subjects confronted with an unsuccessful video model; and (4) subjects confronted with both a successful and unsuccessful video model. Results revealed that video modeling as an instructional strategy does not significantly minimize student pre-performance apprehension and that there was no significant difference between the effects of the successful and unsuccessful video models in altering student anxiety. Results also revealed that the introduction of both successful and unsuccessful video models actually produced more anxiety as an outcome of specific prescriptions of appropriate behaviors. Findings suggest that the narrower range of acceptable behavior produced by the video versus the audio models (reported in earlier studies) may result in heightened student concerns about evaluation, performance, and self-related issues. (One table of data is included.) (KEH)

ED 328 948 EA 022 396

Stanton, Thomas H.

Maintaining the Federal Government's Commitment to Education: The Case for Preserving the Deduction for State and Local Income and Property Taxes.

Olwine, Connelly, Chase, O'Donnell and Weyher, Washington, DC.

PUB DATE- 27 Sep 90

NOTE- 43p.; Sponsored by the following 17 organizations: AASA, AASCU, AAUP, ACE, AFT, ALA, ACCT, ACU, CSU, CCSSO, CGCS, NAESP, NASSP, NASULGC, NEA, NPTA, NSBA.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Federal Aid; Financial Support; Property Taxes; School Districts; State Aid; Tax Allocation; *Tax Deductions; *Tax Effort; Taxes

The effects of tax deductibility on American education are discussed in this report, which is based on the premise that alteration by the Federal Government of the deduction for state and local taxes will exacerbate taxpayer resistance and increase cuts in public services, ultimately undercutting public support for education. The discussion offers the following assertions: (1) any restriction of income tax deduction reduces a major source of state revenue for education; (2) curtailing the property tax deduction increases tax resistance and may precipitate tax revolts, leading to a backlash against school spending; (3) income tax deductions affect higher education, which is largely funded at the state level; and (4) restrictions on income or property tax deductions would disproportionately penalize various states. The conclusion is that all states will be adversely affected in some way over the long run. Nine tables and two figures are included. (LMI)

ED 328 964 EA 022 660

Smith, James M.

Experiential Learning in a Nondoctoral Setting: Are the Needs of Preservice Principals Truly Being Fulfilled?

PUB DATE- Aug 90

NOTE- 56p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Education; Cooperative Learning; Elementary Secondary Education; *Experiential Learning; Higher Education; Leadership Training; Management Development; *Principals; Professional Education; Theory Practice Relationship

Outcomes of the Experiential Program for Preparing School Principals (EPPSP) at Butler University in Indiana, an alternative process for training preservice school administrators, are presented in this report. The study examines the differences in perceptions of program preparation experience, instructional preferences, and overall satisfaction between graduates of nontraditional and traditional educational administration programs. Questionnaires were administered to 124 out of 168 EPPSP graduates, a 74 percent response rate, and to 844 Mississippi administrators who graduated from traditional programs. With the exception of the content area dealing with financial management skills, the EPPSP graduates expressed the belief that each of the content areas was more strongly developed by their program than did traditional program graduates. Overall, EPPSP graduates perceived themselves as better prepared for their educational leadership roles than did traditional program graduates. The most frequently recommended instructional modes for administrator preparation programs included group process training, internships, and games and simulations. Appendices include copies of each questionnaire and related correspondence. (11 references) (LMI)

ED 328 980 EA 022 687

Herman, Janice L.

Instructional Leadership Skills and Competencies of Public School Superintendents: Implications for Preparation Programs in a Climate of Shared Governance.

PUB DATE- 90

NOTE- 20p.; Paper presented at the Southern Regional Council on Educational Administration Conference (Atlanta, GA, November 11-13, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Educational Administration; Elementary Secondary Education; Governance; *Instructional Leadership; Leadership Styles; Leadership Training; Participative Decision Making; School Based Management

The instructional behaviors and related competencies of school superintendents and the contexts in which they occur are investigated in this qualitative study. Methodology involved grounded theory-based content analysis of indepth interviews with a reputationally identified sample of 48 Texas school superintendents. Analysis of behaviors produced 24 instructional competencies, 5 skill areas, 5 personal variables, and 10 situational variables, which were compared with current school-based management literature on leadership practices. A profile of a skilled and actively involved leader emerged, which conflicts with the administrator role described in educational administration literature. That leaders expressed a preference for independent, entrepreneurial action has implications for the implementation of shared governance plans, particularly when considering the leadership role of the superintendent in school-based management. An implication for administrator preparation and retraining programs is that collaborative process training should be provided. (75 references) (LMI)

ED 328 997 EA 022 710

Mills, Stephen R.

Improving Information Dissemination Impact on Districts and Schools. Knowledge Brief Number 5.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 7p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Information Dissemination; Information Needs; *Information Transfer; Research and Development; *School Districts; *State Departments of Education; *State School District Relationship; Theory Practice Relationship; Use Studies

IDENTIFIERS- *California

The California Department of Education commissioned a study to help guide ongoing information dissemination practices to the educational community. A pilot study, department of education staff interviews, and field interviews preceded document tracking. Phone interviews were conducted with district administrators, principals, and teachers statewide to track the actual information uses and effects of 15 representative department publications. Dissemination problems and their proposed solutions are described under the main headings of planning, targeting, timing, content, format, and marketing. Study findings suggested that the chief determinants of information use are organizational readiness, information sufficiency, and change incentives. The relationship between incentives and information use revealed "compliance" as the most powerful incentive for document use followed by "leverage," "support," and "hot issue." The conclusions of the study are that organizations disseminating information must do more than provide generalized recommendations. School personnel must be provided with essential and specific guidance and assistance that will help them to prepare for, plan, implement, and manage change. (MLF)

ED 329 012 EA 022 746

Butler, E. Dean; Alberg, Marty J.
The PATS Project and Data-Based School Improvement: A Progress Report of the 1989-90 Pilot Year.
SPONS. AGENCY- Memphis State Univ., Tenn. Coll. of Education.
PUB DATE- Nov 90
NOTE- 26p.; Some tables may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Affiliated Schools; *Educational Cooperation; *Educational Environment; Educational Improvement; Elementary Secondary Education; Institutional Characteristics; Program Effectiveness; School Effectiveness; School Restructuring
IDENTIFIERS- *Tennessee

The first-year results of a Tennessee partnership to support a data-based school improvement effort, the Positive Attitudes in Tennessee Schools Project (PATS), are summarized in this report. The partnership consists of school-site leadership teams, state department of education personnel, and university faculty. Methodology involved two administrations of the Tennessee School Climate Inventory to 33 out of the 44 participating schools. The instrument was administered to 1,069 teachers, administrators, and professional staff in 19 elementary schools, 5 junior high schools, and 9 senior high schools in the fall of 1989. In spring 1990, the test was administered to 978 individuals, 477 in elementary, 126 in junior high, and 375 in senior high schools. A second survey instrument, the Tennessee Classroom Climate Inventory, was administered to 4th, 7th, and 10th graders, and the Self Concept as Learner Revised instrument was administered to 5th, 8th, and 11th graders, a total sample of over 8,000 students. Finally, project evaluations consisted of interviews with students, teachers, and administrators from 25 sites and questionnaires completed by administrators and teachers. Interview data suggest little faculty and staff involvement in project planning and implementation. Findings indicate increased participant commitment but identify problems in implementation, data collection, and creation of an information system. Selected schools at all three levels reported substantial positive changes, suggesting that school context variables, especially leadership, contribute to variations among individual schools in implementing school climate improvement efforts. Six statistical tables are included. (LMI)

ED 329 028 EC 300 005

Murphy, Linda; Della Corte, Suzanne
Back to School--Getting Off to a Good Start.
PUB DATE- Oct 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Child Rearing; *Disabilities; Elementary Secondary Education; Parent School Relationship; Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Special Needs Students; *Student Adjustment

This newsletter offers practical guidelines to parents of children with special needs of ways to get the school year off to a good start. Such children's school-related worries as fears of getting lost or of not making friends are noted. Specific suggestions are offered to help in the areas of school separation, making friends, and school achievement. Parents are encouraged to become informed about the child's school and special education laws, and to attend school meetings. Typical wishes of parents of special children (such as knowing what is going on at school) and of teachers (such as knowing what is going on at home) are identified. In addition, do's and don'ts are listed for teachers (e.g., do set up a reliable method of communication between home and school and don't dismiss parent comments) and for parents (e.g., do encourage good work habits). Also included is a sample letter from a teacher to parents of teenagers concerning the development of self help skills and suggestions from a psychologist on helping your child adjust to school after vacation. (DB)

ED 329 044 EC 300 036

Haugen, Julie D. Bass

Identifying Residential and Day Programs for Adults with Developmental Disabilities: An Application of Discriminant Analysis.

PUB DATE- May 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adults; Behavior Problems; *Behavior Rating Scales; Day Programs; Decision Making; *Developmental Disabilities; Discriminant Analysis; Evaluation Methods; Multivariate Analysis; *Placement; Place of Residence; *Predictive Measurement; Residential Programs
IDENTIFIERS- Inventory for Client and Agency Planning

Making decisions about residential or day program placement for adults with developmental disabilities requires examination of multidimensional measures of behavior and thus the use of multivariate statistical techniques along with expert opinion. This study used adaptive and maladaptive cluster scores on the Inventory for Client and Agency Planning (ICAP) to examine the multidimensional nature of behavioral characteristics for 1,884 adults with developmental disabilities, identified the variables having the strongest relationship with various residential and/or day programs, and predicted current residential and day program placement. The ICAP consists of seven behavior scales: motor skills, social/communication skills, personal living skills, community living skills, maladaptive behavior, asocial maladaptive behavior, and externalized maladaptive behavior. The study makes the following conclusions: (1) there is statistical support for the residential and day program placement decisions made by consensus building among team members and by expert opinion; (2) errors in prediction based on the multivariate analysis were in favor of the less restrictive environment; (3) adaptive behavior was the theoretical construct best discriminating among adults in residential and day programs; and (4) support is provided for the use of multivariate statistical techniques as a tool in the decision making process. (20 references) (JDD)

ED 329 060 EC 300 054

Morriss, Richard

Attention Disorders in School Age Children: The Role of the School Psychologist in Diagnosis and Treatment.

PUB DATE- 90
NOTE- 184p.; For a related document, see EC 300 055.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; Beliefs; Counseling; Educational Diagnosis; Elementary Secondary Education; Etiology; Evaluation Methods; *Intervention; Nutrition; Parent Education; Psychometrics; *School Psychologists; Special Education; Student Evaluation

Intended for school psychologists, the handbook stresses that attention deficit disorder (ADD) is primarily a school problem and proposes that the school psychologist is the best professional to accurately diagnose and treat this disorder. The book reviews current research related to school psychology, describes assessment tools, and explains a variety of treatments. The first chapter looks at the role of the school psychologist in the diagnosis and treatment of ADD covering such areas as definition, developmental course of ADD, etiology, diagnosis, treatment, medication, and epidemiology. The second chapter considers the role of the school psychologist in diagnosis noting the use of the following diagnostic tools: health and developmental history; school records; classroom observations; observations in testing; psychometric data; behavior rating scales; and behavioral intervention effects. The psychoeducational report is discussed in the third chapter which identifies the diagnostic questions of ADD that need to be answered and documented and describes the Monterey Model of Assessment. The fourth chapter explains seven types of treatment: generic classroom strategies; diet management; parent training; behavior management; counseling; medication; and special education. The last chapter identifies maxims and beliefs for the school psychologist regarding ADD. The appendix presents 27 various forms, questionnaires, and summary sheets. A bibliography of 113 items is included. (DB)

ED 329 075 EC 300 071

Johnson, Pattie
Summary of the Infant Monitoring Project. Polk County, Oregon.
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Nov 89
NOTE- 6p.; Prepared by the Special Education Department. Page one has art as background to text, creating hard-to-read "marbeled" effect.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *At Risk Persons; Biological Influences; *Child Development; Environmental Influences; *Evaluation Methods; Infants; Parenting Skills; *Parent Participation; Predictor Variables; Preschool Education; Program Implementation; Rural Areas; Screening Tests; *Young Children
IDENTIFIERS- Oregon (Polk County)

The Infant Monitoring Project was initiated in Polk County, Oregon, to address the need for monitoring the development of infants and young children designated as "at risk." The project involved a cooperative effort between the Polk County Health Department and the Teaching Research Division of the Oregon State System of Higher Education. The project used a series of questionnaires mailed at intervals to parents to measure infant development from birth through age 3, without involving professionals or transporting the child to a test site. A total of 755 questionnaires covering biological and environmental risk factors and family history were distributed over a 2-year period, and 500 were returned. Overall, 11% of the questionnaires showed abnormal results, while the project as a whole showed that lack of parenting skills were a high predictor of developmental problems. The project led to the development of a parent support group and referrals to local physicians. Concern is expressed about the number of children who may "fall through the cracks" in this type of screening program. (JDD)

ED 328 663 CE 053 924

Computer Assisted Instruction. 1988-89. 353 Project.
Granite School District, Salt Lake City, Utah.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 89
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Curriculum Development; High School Equivalency Programs; *Literacy Education; Material Development; Microcomputers; *Program Development; Programed Instructional Materials; *Program Implementation; State Curriculum Guides
IDENTIFIERS- 353 Project; *Granite School District UT

The Granite School District (Utah) conducted a project to implement competency-based/technology-assisted instruction in all of its adult high schools. The district adopted the state's core curriculum in order to establish clearly defined instructional goals and objectives; revised and added to the instructional units; made the curriculum uniform throughout the district; computerized instruction, testing, and recordkeeping; and developed individual education plans as part of the process of implementing competency-based/technology-assisted instruction in all adult high schools. As a result of the project, the following materials were developed and are included in the appendix: a sample course syllabus; preliteracy and literacy curriculum; mathematics curriculum; English curriculum; and a software evaluation. The state core curriculum is also included in the report. (KC)

ED 328 678 CE 056 737

Partridge, Susan
Vocational Education, a Current Concern.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Agricultural Education; Change Strategies; *Educational Change; *Educational Development; *Educational Finance; Educational Improvement; Education Work Relationship; High Schools; Job Skills; Job Training; *Labor Force Development; Labor Needs; *Technological Advancement; *Vocational Education

Vocational education is needed for a strong economy, and the decline in vocational education enrollment is a serious concern. One recommendation is for more specific job training in the United States at the high school level, comparable to the apprenticeship programs in West Germany. Through the years, as certain needs have become apparent, vocational training has undergone changes and additions. In today's high technology age, vocational education needs to be upgraded continually to prepare workers who will use continually changing equipment and technology. In Pittsburgh (Pennsylvania), vocational education in the public schools has become a high technology haven that trains students for work in the 21st century. An electronics teacher at Schenly High School offers an intense 4-year program that concludes with an advanced digital electronics course. Another distinctive feature of the Pittsburgh vocational programs is that academics are not neglected. Nationally, a coalition seeking to improve the agricultural curriculum has offered a blueprint for updating and expanding agricultural education that reflects the industry's technological evolution. Upgrading equipment and technology on limited budgets is a costly but not insurmountable problem. Sources of funding include the government, training paid for by trainees themselves, and business. (Fifteen implications and 10 references are listed.) (YLB)

ED 328 692 CE 056 786

Whisenhunt, James E.
Project T.E.A.M. (Technical Education Advancement Modules). Introduction to Industrial Physics.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 16p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Programs; Basic Skills; Curriculum Guides; Energy; Force; Fuels; Learning Modules; Machine Repairers; Machine Tools; Matter; Measurement; *Mechanics (Physics); Motion; *Physics; Pressure (Physics); Problem Solving; *Science Instruction; Skill Development; Technical Education; Temperature; Trigonometry; Underemployment; Unemployment

This instructional guide, one of a series developed by the Technical Education Advancement Modules (TEAM) project, is a 20-hour introduction to industrial physics that explains and demonstrates to industrial maintenance mechanics the direct relationship of physics to machinery. Project TEAM is intended to upgrade basic technical competencies of unemployed, underemployed, and existing industrial employees. The materials in this module serve as a student outline and an instructor guide. The manual identifies 12 units: (1) pretest (not included); (2) measurement and trigonometry; (3) motion and forces in one direction; (4) concurrent forces, work and energy; (5) simple machines; (6) rotation motion; (7) rotational motion and nonconcurrent forces; (8) matter; (9) fluids; (10) temperature and heat; (11) gas laws; and (12) posttest (not included). Page references to the text used in teaching this course are given for each session. (NLA)

ED 328 706 CE 056 846

Skinner, Nicole

Forming the Future with a Unique Partnership.

PUB DATE- 90

NOTE- 8p.; Based on a presentation made at the "Work Now and in the Future Conference" (Portland, OR, November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Community Colleges; Consortia; Curriculum Development; Entry Workers; Industrial Arts; *Labor Force Development; *Metal Industry; Metal Working; Program Development; Program Implementation; Refresher Courses; *Retraining; *School Business Relationship; *Sheet Metal Work; *Technological Advancement; Two Year Colleges

IDENTIFIERS- Clackamas Community College OR; Oregon; *Partnerships in Education

In 1988 the Oregon Precision Metal Fabricators Association (OPMFA) asked Clackamas Community College (CCC) to develop and conduct a training program specifically for the precision sheet metal industry. The aim of the partnership was to train new workers and to upgrade skills of current employees. OPMFA equipped the Advanced Technology Center (ATC); CCC provided curriculum development and recruitment. The ATC implemented two 9-month certificate programs in precision sheet metal technology and screw machine technology and an ongoing 6-week program designed to give students entry-level skills applicable to either industry and to the metal manufacturing industry at large. Recruiting efforts and a placement program were undertaken. CCC began a partnership with four other local community colleges to form the Oregon Advanced Technology Consortium (OATC), the mission of which would be to improve the competitiveness of Oregon industry through technology transfer and technical training. The OATC proposed to accomplish this in three ways: through information collection and dissemination; through advanced technical training; and through applied research. Activities in each area were undertaken. Long-term goals of the ATC and the OATC were development of 2+2 programs with area high schools, development of an apprenticeship program, and development of an associate degree in precision metal manufacturing. (YLB)

ED 328 763 CE 056 970

Grubb, W. Norton

Integrating Academic and Vocational Education: Issues in Implementing the Carl Perkins Amendments of 1990. Working Papers.

National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- *Academic Education; Compliance (Legal); Curriculum Development; Educational Change; Educational Policy; Governing Boards; *Government School Relationship; *Integrated Curriculum; *Policy Formation; Postsecondary Education; Program Development; Secondary Education; Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This working paper outlines several issues that federal and state policymakers face in implementing the Carl Perkins Amendments of 1990. Each of 11 issues is presented with a brief comment outlining several alternatives, to serve as the basis for discussion. Since it is designed to stimulate discussion, this document does not present any recommendations. The 11 issues are: Should federal or state policy makers establish further restrictions of what constitutes integration of academic and vocational education? Which approaches for integration at the secondary levels are appropriate for federal funding? What kind of process should states establish to set policies and develop state plans? What constitutes a "coherent sequence of courses" required by the Perkins amendments of federally funded programs? How can districts give priority to sites that serve the highest concentrations of special population members and that programs be "of such size, scope, and quality as to be effective"? What additional state or federal policies should be developed to govern programs in area vocational schools? What should states require in local applications, in addition to the requirements embodied in the Perkins Amendments? What should federal or state policy require in the timing of reforms? What steps can policy-makers take to prevent integrated programs from being resegregated from other high school programs? How should policy-makers formulate policies related to integration at the postsecondary level? and What other policies could states use to support the integration of academic and vocational education? (NLA)

ED 328 735 CE 056 917

Baird, David A.

The Correlation between Visual-Haptic Perceptual Style and Student Ability To Solve Orthographic Projection Problems in a Beginning College Drafting Course Incorporating Computer Aided Drafting.

PUB DATE- Dec 90
NOTE- 32p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; *Cognitive Style; Comparative Analysis; *Computer Assisted Design; *Drafting; Engineering Education; Higher Education; Instructional Effectiveness; *Orthographic Projection; Problem Solving; Student Experience; *Tactual Perception; Tactual Visual Tests; Visualization; *Visual Perception

A study determined the effectiveness of computer-aided drafting (CAD) and standard drafting instruction on the ability of students with differing visual-haptic perceptual styles to solve orthographic projection problems. A 2x2x2 factorial design was chosen to compare two levels of perceptual style with two levels of treatment and two levels of prior drafting experience. Activities were administration of the Successive Perception I test to determine visual-haptic style; administration of a questionnaire regarding prior drafting experience; provision of CAD instruction to the experimental group and traditional instruction to the control group; administration of the direct measure of orthographic projection ability; and collection of plate grades. The sample consisted of 188 beginning drafting students at the University of Missouri-Columbia. Three-way univariate analyses of covariance were used to test the hypotheses. The lack of significant differences between student scores on plate grades or the unit exam grades indicated that either instructional method could be used with equal success, visual and nonvisual students benefited equally from drafting instruction, and prior drafting experience did not ensure better skills in solving orthographic projection problems. Findings implied that visual-haptic perceptual style may not affect ability to solve orthographic projection problems. (15 references) (YLB)

ED 328 749 CE 056 944

Heath-Camp, Betty; And Others

The Induction of Marketing Teachers: Case Studies.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 37p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990). For related documents, see ED 303 628, ED 312 501, CE 056 941, and CE 056 943.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; *Beginning Teachers; Case Studies; Distributive Education; *Distributive Education Teachers; Educational Research; *Marketing; Secondary Education; Teacher Burnout; Teacher Characteristics; Teacher Education; Teacher Morale; *Teacher Persistence; *Teaching Experience

As part of a larger, 5-year national project, case study analyses were conducted of the induction experiences of two beginning teachers of marketing education. One teacher (Mary) entered the profession through a traditional teacher education program in marketing education. The other (Jake) obtained certification based on extensive experience in marketing and a degree in business administration. The case studies were based on: (1) a series of six semistructured interviews conducted over the first 2 years of both teachers' careers; (2) a collection of tape-recorded daily logs for the first year; and (3) a battery of personality, job satisfaction, stress, demographic, and situational surveys. Both worked in similar environments, and each was the only marketing teacher in the school. Mary seemed to have a better orientation to her job. She also had people volunteering to assist her, whereas Jake had to seek assistance. Although both experienced a successful first year, Mary felt that her third year in teaching would be her last. Teaching was a life goal for Jake, and he spent a long time reaching that goal. Mary decided on a teaching career late in college. Mary graduated from a program with high standards. Jake had no preconceived expectations. Mary simply experienced early burnout. (20 references) (Author/YLB)

ED 328 777 CE 056 993

Chen, Kan; Stafford, Frank P.

The Employment Effects of High-Technology: A Case Study of Machine Vision. Research Report No. 86-19.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- May 86

NOTE- 53p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adults; Artificial Intelligence; *Computer Oriented Programs; *Economic Development; *Electronics; Employment Projections; *Futures (of Society); Labor Market; Labor Needs; Manufacturing Industry; *Robotics; *Technological Advancement

IDENTIFIERS- *Machine Vision

A case study of machine vision was conducted to identify and analyze the employment effects of high technology in general. (Machine vision is the automatic acquisition and analysis of an image to obtain desired information for use in controlling an industrial activity, such as the visual sensor system that gives eyes to a robot.) Machine vision as a new industry has taken off on an exponential rise. The total employment in the machine vision industry has been growing rapidly and will continue to increase. A large portion of the jobs have been taken by highly trained technical people. However, as the process becomes more standardized, blue-collar workers with additional training will be able to fill some of the jobs. The United States leads the world in the development of machine vision. It is expected that this industry may help lessen the number of imports coming into the United States and the amount of labor-intensive manufacturing leaving the country. The near-term prospects for the machine vision industry require the identification of markets with sufficient volume of applications and a process technology to produce the vision systems at a low enough cost to attract users and generate profits in the industry. (15 references) (KC)

Datt, Ruddar
Distance Education in India Present and Future.
PUB DATE- Mar 89
NOTE- 12p.; Inaugural address given at the National Seminar on "Distance Education in India--Problems, Priorities and Policy Measures" (Patiala, India, March 4-5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Continuing Education; Correspondence Study; *Distance Education; *Educational Finance; Educational Planning; Educational Policy; *Educational Practices; Enrollment; Extension Education; Foreign Countries; Higher Education; Lifelong Learning; *Open Universities
IDENTIFIERS- *India

Distance education is offered by 4 universities and 34 institutes/directorates in India. All open universities have been brought under the direction of the Indira Gandhi National Open University with regard to networking and determination of grants. The networking has avoided unnecessary duplication of course preparation costs. Distance education is also offered by Correspondence Directorate/Institutes, which account for 90 percent of total enrollment. The open universities have much greater freedom to innovate courses and experiment with flexible designs. Directorates are attached to the formal university system and provide the advantage of transferability. They have not been as richly endowed by the state and should be granted both fiscal and academic autonomy. Enrollment in distance education is concentrated in certain regions of the country and in 10 of the 34 directorates. Because the demand for higher education is so great, the supply constraint determines the rate of growth of distance education. Distance education must be prepared to meet the continuing demand for conventional courses and offer certificate and diploma courses. There is a great need to develop infrastructures in the form of learning resource centers. Video production centers and high quality reading materials are also needed. (Six appendixes provide enrollment data.) (YLB)

ED 328 806 CG 023 112

Tashakkori, Abbas; Cleaveland, Bonnie

Perceived Peer/Family Effects on Beliefs and Intentions of College Students Regarding AIDS-Preventive Behaviors.

PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Convention of the International Council of Psychologists (47th, Halifax, Nova Scotia, Canada, June 2-6, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Beliefs; College Students; *Family Influence; Health Promotion; Higher Education; Knowledge Level; *Peer Influence; *Prevention; Student Behavior

With the increasing threat of Acquired Immune Deficiency Syndrome (AIDS), intensive educational programs are implemented and/or planned worldwide. It is usually assumed that providing information and generating concern leads to AIDS-preventive behaviors. Attitude theory and research in social psychology does not necessarily support this assumption. Studies suggest that individuals may use defensive information screening and/or denial strategies to deal with the anxiety that is produced by such information. Also, research indicates that effects on behavior are mediated by normative factors that support or oppose them. With regard to sexual beliefs and behaviors, family, peer group, and sexual partner(s) are important normative groups for adolescents and young adults. The present investigation is aimed at measuring the relationship between these normative factors and AIDS-preventive behaviors in 274 college students in a small conservative town in the United States. Results indicated that, although knowledge level was high, a considerable proportion of the respondents were involved in risky behaviors. (Author)

ED 328 822 CG 023 128

Berghuis, James P.; Omoto, Allen M.

The Training of AIDS Volunteers: Determinants of Communication Apprehension.

PUB DATE- Aug 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Anxiety; College Students; Communication (Thought Transfer); *Communication Apprehension; Death; Higher Education; *Homosexuality; Volunteers; *Volunteer Training

Communication apprehension, or feelings of anxiety and discomfort when faced with the prospect of interacting with another person, may be caused by fear, stereotypes, negative attitudes, or perceived lack of communication ability. The present study followed participants through an Acquired Immune Deficiency Syndrome (AIDS) volunteer training program, investigating the determinants of their communication apprehension towards persons with AIDS and people who are dying. Specifically, death anxiety, attitudes toward male homosexuality, and general communication ability were all expected to be related to communication apprehension prior to training. The changes in these measures that occurred as a result of training were also assessed, as well as the persistence of these changes, and their continuing association with communication apprehension. Eighty-one participants in the 2.5-day program completed a pre-training questionnaire; 63 completed the post-treatment questionnaire; and 31 completed the follow-up questionnaire. As predicted, regression analyses of initial communication apprehension revealed death anxiety, attitudes toward male homosexuality, and communication ability all to be predictors of communication apprehension. Communication ability and attitudes toward male homosexuality, however, proved to be differentially important in predicting communication apprehension toward someone who was dying or toward a person with AIDS. As predicted, moreover, the training experience led to significant immediate decreases in communication apprehension (both toward a dying person and a person with AIDS), with these changes persisting through a 4-month follow-up. Thus, the results suggest that volunteer programs should focus on reducing the stigma associated with, and link between, AIDS and homosexuality. (ABL)

ED 328 840 CG 023 146

Herr, Edwin L., Ed.; McFadden, John, Ed.
Challenges of Cultural and Racial Diversity to Counseling: Volume 1. Great Britain and the United States. London Conference Proceedings (June 25-29, 1989).
American Association for Counseling and Development, Alexandria, VA.
PUB DATE- 91
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Alcoholism; Battered Women; Blacks; College Environment; *Counseling Techniques; *Counselor Role; *Cultural Influences; Disabilities; Economic Factors; Employment Problems; *Ethnic Groups; Mexican Americans; *Minority Group Influences; Minority Groups; Racial Discrimination; *Racial Factors; Underemployment; Unemployment
IDENTIFIERS- Career Plateaus; United Kingdom; United States

This document presents the proceedings of the first international conference sponsored by the American Association for Counseling and Development (AACD) and the British Association for Counselling (BAC). The document contains a foreword by Robert Nejedlo; a preface by Edwin Herr and John McFadden; an overview of the language of counseling in the United States and Britain by Colin Lago, Joyce Thompson, and Courtland Lee; and the following plenary and workshop papers: (1) "Ecological Challenges to Counseling in a World of Cultural and Racial Diversity" (Edwin Herr); (2) "Ecological Interrelatedness: A Global Counseling Perspective" (John McFadden); (3) "Cross-Cultural Counseling Issues and the Education of Minorities in the United States" (Sara Melendez); (4) "The Application of Some Ideas From Anthropology to Counseling, Therapy, and Cross-Cultural Counseling" (Ian Owen); (5) "An International Model of Counseling: The Authentic Counseling Model" (C. Scully Stikes); (6) "The Role of Counseling in a Multiracial, Multicultural Society in an Economic Context" (Paul Boateng); (7) "Change: A Blessing or a Curse?" (Roma Drevets); (8) "Counseling in Relation to Unemployment and Underemployment of Minorities With Disabilities" (William Stewart and Charles VanderKolk); (9) "Understanding and Counseling the Plateaued" (David Whitfield); (10) "Social Issues of Counseling for Cultural and Racial Diversity in Britain and the United States" (Omar Daniels); (11) "The Role of Counselors in Combating the 'New Racism' at Predominantly White Universities" (Donelda Cook and Janet Helms); (12) "Cultural Bias in Alcoholism Counseling" (Robert Jacque Chapman); (13) "Intergroup Contact Theory: White Counselors and Black Students" (Margery Neely); (14) "Ethnic Diversity: Threat or Opportunity?" (Mabel Smythe-Haith); (15) "Group Counseling, Guidance, and Support Needed for Mexican Immigrants Convicted of Wife Battering" (Albert Roark and Jorge Velasco); and (16) "A Culture in Peril: Russian Old Believers" (Patricia Chitty). The document concludes with recommendations for action and biographical notes on plenary speakers and officials of the American Association for Counseling and Development and the British Association for Counselling. (NB)

ED 328 857   CG 023 164

Ediger, Marlow
Role of the Guidance Counselor.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; Counseling Objectives; *Counselor Role; *Counselor Teacher Cooperation; Curriculum Development; Educational Counseling; Elementary Secondary Education; *Guidance; Humanism; Psychology; School Counselors; Student Needs

The guidance counselor needs to be actively involved in improving the curriculum. There are definite guidelines counselors should follow when helping teachers provide individual help to students in the classroom and school setting. A counselor should help teachers perceive meaning in providing for each student in the curriculum, thus adjusting the curriculum to each student rather than forcing the student to adjust to the curriculum. Counselors should assist teachers in using appropriate pretest approaches so that the present achievement level of each student may be evaluated. It is important that counselors aid teachers in providing for individual differences. Counselors can help teachers view problem solving as a major philosophy of teaching, guiding them to identify vital problems, gather related data, develop hypotheses, and test the hypotheses in a functional setting. Counselors need to be able to work with teachers to identify and solve problems related to discipline, attention for learning, social development, optimal individual student progress, and specific problems in learning. Counselors may assist teachers in helping students to be accepting of and accepted by others and in providing for both the emotional needs of students and for their individually based learning experience. The guidance counselor needs to assist teachers in understanding and utilizing desired tenets from behavioristic and humanistic approaches. The guidance counselor should assist teachers in providing for individual differences and emotional needs, in utilizing problem solving procedures, and in accepting students as human beings having much worth. (BHK)

ED 328 872 CS 009 716

Akamatsu, C. Tane; Stewart, David A.
Fingerspelling within the Context of Simultaneous Communication. Occasional Paper No. 128.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 89
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Communication Skills; *Deafness; Elementary Secondary Education; *Finger Spelling; Public Schools; Sign Language; Teaching Methods; *Total Communication

Intended to raise researchers' and teachers' awareness of fingerspelling as an important part of signed communication, a study examined its use with deaf children in the classroom. Five trained teachers of the deaf, participating in a demonstration total communication project in a public school in the Midwest, were videotaped in their own classrooms. Their fingerspelled utterances were transcribed and analyzed for form, content, and use. Findings indicated that these teachers did not fingerspell often, but when they did, they sought to express a specific English word. The clarity of their fingerspelled utterances varied greatly, ranging from whole word gestalts to words wherein individual letters could be discerned. References are included. (SR)

ED 328 887 CS 010 416

Byrne, Shirley M., Ed.; And Others

Kids Helping Kids Readathon, Grade K.

Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 18p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Diseases; *Fund Raising; *Hospitals; Kindergarten Children; Parent Child Relationship; Parent Participation; *Physical Health; Primary Education; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains five stories especially written for kindergarten children by educators. The stories are about: the importance of using a seatbelt; a child's first experience of a hospital; a visit to an emergency room; a 5-year-old's feelings about his new brother; and a child who mistakes a mothball for a marshmallow. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics, which may be used in the classroom for instructional purposes, are intended to integrate the language arts, social studies, health, and creative arts. (MG)

ED 328 903 CS 010 432

Denner, Peter R.; McGinley, William J.

Effects of Prediction Combined with Story Composing versus Listing Predictions as Prereading Activities on Subsequent Story Comprehension.

PUB DATE- Nov 90
NOTE- 38p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 7; Grade 8; Junior High Schools; *Reading Comprehension; Reading Research; Reading Skills; Recall (Psychology); *Story Reading; Writing Exercises
IDENTIFIERS- Predictive Reading; *Prereading Activities; Story Impressions

A study investigated the use of story impressions as a prereading writing activity to determine the story comprehension and recall of 96 seventh- and eighth-grade students. Students in the experimental group were given a set of story-relevant "impressions" (clue words) prior to reading a narrative passage and were asked to formulate a written story of their own (called a story-guess) based upon the provided set of clues. Students in a second treatment condition were given the set of story impressions and asked to make a list of their predictions about the story without composing a story of their own. A third group (the control group) read the story without any preview activity. Results revealed that story impressions when paired with composing a story-guess produced the highest level of story comprehension and recall for both above and below average readers. Results also supported the composing aspect of the story impressions technique as important to its overall effectiveness. (Three tables and two figures of data are included; 41 references are attached.) (Author/KEH)

ED 328 918 CS 212 655

Bannister, Linda
The Feminine Rhetorics of Janet Emig and Andrea Lunsford.
PUB DATE- Mar 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Females; Models; Professional Recognition; Rhetoric; *Rhetorical Theory; *Sex Differences; Writing (Composition); Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Composition Theory

Two eminent women theorists have been especially instrumental in creating a feminine rhetoric which is process-oriented, relational, integrated and collaborative. Janet Emig may rightly be considered as one of the key researchers responsible for the paradigm shift in composition studies and practice. The fundamental assumptions the field has developed over the past 20 years are rooted in her rhetoric of process and community. It was Emig who first called for the abandonment of the product as the primary interest and for the encouragement of a process writing teachers can initiate through imagination and sustain through empathy and support. Emig also called for a community of writers where teachers write along with their students. Another important contributor to the new rhetoric is Andrea Lunsford, who has presented a dialogic or polyphonal model of communication based on the phenomenon of collaboration. Lunsford argues that learning occurs as part of an interaction, either between the learner and the environment or, more frequently, between the learner and peers. Participants in the dialogic collaborative mode capitalize on the creative tension inherent in multi-voiced rhetorical ventures, whereas multiple voices are seen as a problem in the hierarchical mode of the traditional rhetorical paradigm. Both Emig and Lunsford are reinventing the rhetorical tradition, creating a rhetoric of process and integration, of community and collaboration. (KEH)

ED 328 934 EA 019 184

Burnell, Jerrold
Education and Training in Japan and the United States: An
Assessment.
PUB DATE- Feb 87
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; *Comparative Education; *Cross Cultural Studies; Cross Cultural Training; Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; Futures (of Society); *Geography; Graduate Study; Higher Education; Second Language Instruction; Social Studies; *Training Methods
IDENTIFIERS- *Japan; *Japanese Management Techniques

This paper is divided into three main sections. The first part focuses attention on an examination of Japanese training techniques and analyzes issues relating to the internationalization of Japanese institutions and the reverse movement of American institutions to Japan. Companies from both countries are compared, and differences in approach and emphasis are noted. The second part of the paper examines the general questions of educational competitiveness, addressing the subjects of social studies and foreign languages in the United States and Japan, with emphasis on the problems of foreign language deficits. These subjects and mathematics, science, and native language are examined on the basis of an article published in January 1987, in a major U.S. news magazine comparing performance of schools in Britain, the United States, Japan, France, West Germany, and the Soviet Union. Each country was rated by 22 education experts, and their judgments are commented upon. The third part of the paper focuses on geography as a forgotton subject in the assessment of social studies, with implications for the field of comparative education research. Experts were incorrect in placing the United States ahead of Japan in the areas of social studies and foreign languages. Concluding the paper are 46 endnotes and 2 appendices containing statistical data. (WTH)

ED 328 949 EA 022 405

Meeting the Challenge, 1988-89. Condition of Education in Connecticut: Elementary and Secondary.
Connecticut State Board of Education, Hartford.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Quality; Educational Trends; *Elementary Secondary Education; Equal Education; *Excellence in Education; Outcomes of Education; Postsecondary Education; Professional Development; School Effectiveness; School Funds; State Norms; State Programs; Teacher Characteristics
IDENTIFIERS- *Connecticut

The condition of education in Connecticut, especially pertaining to reform efforts initiated from July 1, 1986, to June 30, 1988, is summarized in this biennial report. The document includes indepth discussions of the state's people and economy, teacher and administrator characteristics, student achievements, programs, and school finance. Text, tables, and graphs describe the 2-year period and identify trends within that period and in relation to preceding years. Thus, the report provides both a historical context and a basis for planning. The final section lists indicators of success that were developed to measure progress toward achievement of the state board's educational goals. A special update chapter for the year following implementation (1989) describes the results of the State Board of Education's equal opportunity efforts and the Educational Cost Sharing Grant and changes in three critical areas: the professionalization of teaching; the movement toward quality, integrated education; and school finance. (LMI)

ED 328 965 EA 022 661

Hart, Thomas E.; Lumsden, Linda S.

Demographic Analysis: Using Today's Data To Plan for Tomorrow's Schools.

Oregon School Study Council, Eugene.

PUB DATE- Dec 90

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) a

DESCRIPTORS- Cost Effectiveness; Data Analysis; *Demography; Economic Factors; *Educational Planning; *Educational Trends; Elementary Secondary Education; Ethnic Groups; *Futures (of Society); Information Sources; Social Influences

IDENTIFIERS- Los Angeles Unified School District CA; Project REACH

Careful demographic forecasting provides schools with crucial information they require to plan effectively to meet future needs. The overview of general population trends that begins this document includes a detailed description of factors that influence demographic predictions. Changes in ethnic groups in general and Hispanic, Black, and Asian populations in specific are discussed as well as the location, immigration trends, and birth-rate patterns of minority groups. Economic and social factors that influence students and schools are discussed, including the increasing number of retirees, changes in the "average" family profile, and poverty among children. After describing several sources of demographic data, this document provides information on using and interpreting those data and describes the Los Angeles Unified School District's Forecasting Model as an example. The effectiveness of Project REACH (Respecting Our Ethnic and Cultural Heritage) and interdisciplinary approaches for building community awareness of demographic change and diversity is also discussed. Last, steps involved in conducting a cost-utility analysis are explained, and the implementation of a pilot program, the importance of ongoing monitoring, and collaboration with outside agencies are outlined. A list of urgent educational needs concludes the document. Five tables and three figures are included. (44 references) (CLA)

ED 328 981 EA 022 689

Johnston, Bill J.

Perspectives of AFT and NEA on the Role of Administration and Administrator Preparation Programs.

PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Southern Regional Council on Educational Administration Conference (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; *Administrator Role; Elementary Secondary Education; Organizational Change; Organizational Objectives; Participative Decision Making; Professional Associations; *Public Schools; *School Administration; Teacher Associations; Teacher Participation
IDENTIFIERS- *American Federation of Teachers; *National Education Association

The position of the American Federation of Teachers (AFT) and National Education Association (NEA) on issues of shared decision making and administration in the public schools is examined in this report. Methodology involved telephone interviews with one AFT and one NEA representative on the following issues: decision making and forms of control; needed organizational changes; necessary personnel attributes; and administrator preparation programs. Findings indicate that both organizations view teacher participation as a prerequisite for creating effective student development programs. Both stress the need for changes in the roles of superintendents, school boards, school organization, teachers, and principals and emphasize the development of reflective practice in administrator preparation programs. The recommendation is made for addressing changes necessary for restructuring at the programmatic level. A copy of the interview schedule is included. (LMI)

ED 329 029 EC 300 021

Matthews, Cherritta L.
Comprehensive System of Personnel Development, (CSPD), 1989-90 Report.
Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
PUB DATE- 90
NOTE- 68p.; Variable quality type in statistical tables and appendices.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Needs Assessment; Preservice Teacher Education; Special Education Teachers; *Staff Development; *State Programs; State Surveys; Teacher Education
IDENTIFIERS- *Delaware; *Education for All Handicapped Children Act

This report describes the personnel development requirements of Public Law 94-142 (the Education for All Handicapped Children Act), Delaware's Comprehensive System of Personnel Development (CSPD), and Delaware's proposed action plan. The scope of the CSPD system is covered, including descriptions of inservice and preservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and a description of procedures for acquiring and disseminating significant information derived from research and demonstration projects. Specific sections are given to the following CSPD aspects: scope of the system; participation; annual needs assessment; inservice and preservice training plans; dissemination and adoption; and evaluation. Appended are a 1989 training needs survey, aggregate data on training priorities and sub-categorical preferences, and training priorities by program or teacher type. (Author/DB)

ED 328 664 CE 054 150

Wermuth, Thomas R.; Coyle-Williams, Maureen

National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations.

National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 5p.; Sections printed on dark background may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Demonstration Programs; Educational Objectives; Employment Potential; *Outcomes of Education; Program Descriptions; *Program Effectiveness; *Special Needs Students; *Success; *Vocational Education

Professionals who work in the area of vocational education for students with special needs were surveyed to determine how they identify exemplary programs. Those students include those who are handicapped, disabled, dropouts, of limited English proficiency, immigrants, displaced homemakers, dislocated workers, disadvantaged, single or teen parents, nontraditional enrollees, blind or hearing impaired, and incarcerated individuals. For the 500 surveys distributed in several states, 366 responses were received from vocational teachers, local administrators, university teacher educators, vocational special needs teachers, special education teachers, and state-level administrators. The kinds of information the respondents thought were most valuable in describing effective programs and practices were educational goals, including anticipated learner outcomes; special population of students served; and detailed description of the program components or intervention. The most credible student outcome evidence for judging vocational special needs programs and practices was said to be acquisition of employability and survival skills; job placement data and training-related and unrelated jobs taken; and enrollment and completion data. The information most helpful in judging the effectiveness of vocational special needs programs and practices was found to be evidence describing the effects of the program upon student attainment of intended outcomes; number and type of special population students enrolling and completing over the previous 3 years, and case studies describing individual students before, during, and following program enrollment. Twenty preliminary components of exemplary vocational education programs were identified through this and a related study. (CML)

ED 328 721 CE 056 890

Assessment as a Component in the Volunteer Process: An Analysis of the Use of a Skills/Interest Inventory in the Assessment of RSVP Volunteers. Annual RSVP Evaluation Report.

Greater St. Cloud Retired Senior Volunteer Program, MN.

PUB DATE- Dec 90

NOTE- 31p.; For a related report, see ED 316 668.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Resources; Community Services; *Evaluation Methods; Human Services; *Interest Inventories; *Older Adults; *Personnel Selection; Placement; *Skills; *Volunteers

Analysis of the total framework of relationships between the St. Cloud (Minnesota) Retired Senior Volunteer Program (RSVP) staff and senior volunteers revealed that six components were involved in this organized effort: (1) recruitment and enrollment; (2) assessment and matching; (3) placement and supervision; (4) orientation and training; (5) motivation, recognition, and reward; and (6) follow-up and evaluation. An annual evaluation focused upon the use of a 76-item Skill/Interest Inventory to supplement the personal interview in the process of assessment and matching. A total of 128 senior volunteers provided skills/interest information; 111 females and 17 males identified 871 specific skills. Predominant skills and interests were revealed in 10 broad areas, with clerical, personal caring, communications, food service work, entertainment, and arts and crafts heading the list. Short-term volunteer work assignments were preferred by 78 percent of the respondents. Senior female volunteer interests ranged from 60 to 97 percent over the entire list of skill areas, whereas senior males expressed interests in fix-it skills, criminal justice work, and communications. The majority indicated no preference with whom they worked, but volunteers with a preference were interested in working with adults, particularly with seniors. (Eleven annotated references and the survey instrument are appended.) (YLB)

ED 328 998 EA 022 711

Schainker, Stanley A.; Nelson, Linda

Strategies for Using Reflective Writing To Promote Professional Development: A Guide for Using "School Leadership Reflections on Practice by California's Instructional Leaders."

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 90

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Administrators; Cognitive Style; Elementary Secondary Education; Inquiry; *Instructional Leadership; Management Development; *Problem Solving; *Professional Development; Theory Practice Relationship; Thinking Skills

IDENTIFIERS- *California

Six strategies for using reflective narratives to promote the professional development of school leaders are briefly described in this paper, which is designed to accompany "School Leadership: Reflections on Practice by California's Instructional Leaders." Narratives are characterized by subjective perceptions that are shaped by personal value systems, serving as a catalyst for individual growth. The six strategies include: (1) the reflective writing strategy, an analysis of personal accounts of leadership incidents; (2) the information gap strategy, an analysis of unaddressed questions; (3) the mental set strategy, an examination of personal belief/value systems; (4) the Columbo strategy, which involves the use of inferential reasoning; (5) the "If This Were to Happen to Me" strategy, an application of generic problems to individual situations; and (6) the "What If" speculation strategy, which entails planning for realistic interventions. (LMI)

ED 329 013   EA 022 748

Hickrod, G. Alan; And Others
The Biggest Bang for the Buck: A Further Investigation of Economic Efficiency in the Public Schools of Illinois. MacArthur/Spencer Series Number 16.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Sep 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Educational Finance; Elementary Secondary Education; *Productivity; Public Schools; *School District Spending; Statistical Analysis
IDENTIFIERS- *Illinois

This study presents a new approach to identifying economically efficient school districts in Illinois and provides a preliminary analysis of the determinants of public schools' economic efficiency. Economically efficient schools are those attaining higher than expected test scores at lower than expected costs. Expectation is based on school district socioeconomic status and property wealth. Using the quadriform procedure, which combines two related data sets to produce a visual representation, 75 K-12 Illinois districts were identified as economically efficient. The study differentiates between the concepts and goals of economic efficiency and professional effectiveness. Numerous internal budget ratios in school districts failed to discriminate between economically efficient and inefficient districts. Generally, characteristics beyond local superintendent and board control contributed more to determining economic efficiency than factors under administrative control. Some partially controllable factors do seem to affect economic efficiency, such as district size and pupil transportation investment. Other administratively controlled variables are listed. Since so many factors are outside administrative control, districts' economic-efficiency status may simply be fortuitous. Included are six pages of suggested readings and six appendices containing survey data. (MLH)

ED 329 045 EC 300 037

Jonietz, Patricia L.

Developing Collaboratively an International School Special Needs Plan for Multicultural, Multilingual, and Multinational Secondary Students.

PUB DATE- Oct 90
NOTE- 19p.; Paper presented at the Council for Exceptional Children Symposium on Culturally Diverse Exceptional Children (Albuquerque, NM, October 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Diagnostic Teaching; *English Instruction; Foreign Countries; *High Risk Students; High Schools; Language Handicaps; Learning Disabilities; Learning Problems; Multicultural Education; Multilingualism; Private Schools; Program Development; Special Needs Students; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Curriculum Based Assessment; International School of Brussels (Belgium); *International Schools

The International School of Brussels (Belgium) developed a program of Curriculum-Based Assessment (CBA) to increase support for "at risk" multicultural, multilingual, and multinational students. The at-risk population included three groups: those who passed standardized English as a Foreign Language tests but were not literate enough for regular classes; those with learning problems not identified in previous language or culture; and those who experienced temporary learning disabilities because of a discrepancy between what they brought to the school program and what the school program asked of them. The CBA philosophy was chosen because it supported emphasis on local needs and a school-appropriate standard of performance for students, regardless of culture, language, or nationality. A screening test was developed to identify enabling skills, and remedial instruction was provided if necessary. At the end of the school year, participating staff and students were satisfied with the project because more students were served, instruction seemed more effective, ownership of positive behavior change increased, and the additional emphasis of skills across curriculum helped to develop a team approach to serving students. (10 references) (JDD)

ED 329 061 EC 300 055

Morriss, Richard

Children with Attention Disorders in School: A Descriptive Guide for Parents and Teachers.

PUB DATE- 90

NOTE- 16p.; For a related document, see EC 300 054.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Attention Deficit Disorders; Behavior Problems; Clinical Diagnosis; Counseling; Educational Diagnosis; Elementary Secondary Education; Etiology; Hyperactivity; Intervention; Nutrition; Parent Education; *Student Characteristics; *Teaching Methods

This monograph presents a brief guide to definitions, diagnosis, and treatment of attention deficit disorders (ADD) in children. Attention deficit disorder is defined and its relationship to hyperactivity explained. A chart summarizes four types of ADD (hyperactive/impulsive/aggressive, mixed, inattentive/passive, and pseudo ADD) in terms of characteristics, causes, school problems, diagnosis, treatment, and prognosis. Diagnosis and etiology are then addressed. Multimodal treatment of ADD is recommended involving educational, counseling, medical, and parent training components. Thirteen strategies are offered to help the ADD student. These include: simplify directions; modify the task; structure the child's space; communicate closely with parents; place the child in a highly structured classroom; personalize goals for the inattentive child; establish a secret signal to remind the child to return to the task; implement individual coaching; and have the child eat high protein breakfasts. Attached are a sample form for recording a 2-week high protein breakfast trial, a fact sheet on attention disorders, and a daily report card and reinforcement form. (DB)

ED 329 076 EC 300 072

Cvach, Peggy A.

Time Management: Strategies for Achieving Success.

Learning Disabilities Project, McLean, VA.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Dec 89

NOTE- 9p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Adults; Efficiency; *Goal Orientation; *Home Management; Individual Development; *Learning Disabilities; *Planning; Stress Management; *Time Management

Intended for adults with learning disabilities, this paper offers time management strategies in a work-sheet format. The paper, which was written with the assistance of adults with learning disabilities, explains setting goals, planning, organizing time, and avoiding stress. Guidelines for goal setting include: focus on the present; set goals that are measurable and have a beginning and an end; divide large goals into small parts; set a tentative time limit for the completion of each goal; establish some long-term goals; set realistic goals; revise goals if progress is not being made. Planning suggestions include setting priorities, maintaining flexibility, and scheduling a daily planning time. Time management suggestions include: make "to do" lists; use calendars or appointment books; and avoid time traps. Time management suggestions for managing a household are specifically discussed and include paying bills; buying, keeping and preparing food; doing housecleaning and laundry; organizing space; and sharing responsibility. The final section offers ideas for avoiding stress such as: organize yourself; keep a daily journal; accept and embrace change; and set aside time for relaxation. The document includes eight references and addresses of five organizations serving adult learning disabled persons. (DB)

ED 328 679 CE 056 742

Lawton, Marcy F.
Apprenticeship: A Partnership Project. Final Report.
Fairfax County Schools, Va.; Virginia Merit Shop Education
  Foundation, Alexandria.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC.
PUB DATE- 90
NOTE- 76p.; For related documents, see CE 056 743-744.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Apprenticeships; *Building Trades; *Cooperative Programs; Education Work Relationship; *Employment Potential; Employment Programs; English (Second Language); Females; Job Placement; *Job Skills; Job Training; *Minority Groups; Postsecondary Education; Program Implementation; Second Language Instruction; Skilled Workers; Student Recruitment; Trainees; Vocational Education
IDENTIFIERS- Fairfax County Schools VA; *Partnerships in Education

An 18-month demonstration program was conducted by the Northern Virginia Cooperative Vocational Education Department of the Fairfax County Public Schools, in partnership with the Virginia Merit Shop Foundation, to recruit and train apprentices for eight construction trades. Emphasis was placed on recruiting women, members of minority groups, and English-as-a-Second-Language clients. During the program, approximately 400 apprentices were recruited, with the highest number between ages 26-38, and a large number of 18- to 25-year-olds. Staff included five full-time and two part-time employees. Students were recruited through advertising, public service announcements, and social service agencies. Evaluation at the program's midpoint showed a need to be more selective in recruiting and to spend more time on job development--changes that were made. As a result of the program, 82 clients were placed in jobs, one-fourth as electricians. Recommendations were made to: (1) tailor the program for each target group; (2) incorporate appropriate intake assessment; (3) make scheduling flexible; (4) allow lead time for job development (which became more difficult as the economy declined); (5) make use of networking; and (6) find creative means of transportation for clients. Products developed by the project include manuals for managers and clients, several brochures, a poster, and a 10-minute videotape now available in Spanish, Vietnamese, Korean, and English. (Included in this document are a final evaluation report, "Northern Virginia Cooperative Vocational Education Demonstration Program. 1989-1990 Grant Period" (Ruth L. Petkoff), information on the videotape, list of participating agencies and organizations, project publicity, staff job descriptions, and baseline management plan.) (KC)

ED 328 693 CE 056 787

Billings, Paul H.
Project T.E.A.M. (Technical Education Advancement Modules). Introduction to Statistical Process Control.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 39p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Programs; Basic Skills; Curriculum Guides; Data Analysis; Data Collection; Flow Charts; Learning Modules; *Problem Solving; *Process Education; *Scientific and Technical Information; Skill Development; *Statistical Analysis; *Statistics; Technical Education; Technical Mathematics; Underemployment; Unemployment
IDENTIFIERS- *Statistical Process Control

This instructional guide, one of a series developed by the Technical Education Advancement Modules (TEAM) project, is a 6-hour introductory module on statistical process control (SPC), designed to develop competencies in the following skill areas: (1) identification of the three classes of SPC use; (2) understanding a process and how it works; (3) tracking the process; and (4) analyzing the process. Project TEAM is intended to upgrade basic technical competencies of unemployed, underemployed, and existing industrial employees. The materials in this module serve as a student outline and an instructor guide. The manual includes six sections: (1) introduction--including course objectives and classes of SPC use; (2) what is a process; (3) how a process works; (4) Dr. W. E. Deming's plan to save America--the assignment of responsibilities and the master plan for process improvement; (5) tracking the process--the average and range chart, and detecting lack of control; and (6) analyzing and removing special causes--individual and team problem solving, simple diagnostic tools, and return to Deming's plan. (NLA)

ED 328 707 CE 056 849

Olson, Susan J.
Factors and Events that Influenced the Occupational Behavior Patterns of 1978-1988 Pennsylvania Home Economics Education Graduates.

PUB DATE- 23 Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Pennsylvania Home Economics Association (Lancaster, PA, March 23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Graduates; *Declining Enrollment; *Employment Patterns; Family Characteristics; *Females; Higher Education; *Home Economics Education; Home Economics Skills; Leadership; Occupational Information; Occupational Mobility; Program Evaluation; *Teacher Supply and Demand; Vocational Followup
IDENTIFIERS- *Pennsylvania

A study sought to determine what factors and events have influenced the occupational behavior patterns of 1977-1978 Pennsylvania home economics education graduates. The study examined how women graduates of the traditionally female field of home economics education have experienced labor force participation over the past 10 years. Home economics education has suffered the largest decline and has the largest percentage of females within the educational field. As a result, the difficulty in recruiting qualified home economics teachers in Pennsylvania may result in program elimination. Using triangulation of methodologies, archival information, document questionnaires, and interviews, data were analyzed to identify occupational influences. Data were examined in three phases: (1) the transition of the Pennsylvania public educational system; (2) the transition of the Pennsylvania home economics education field; and (3) the occupational behavior patterns of Pennsylvania home economics graduates. An examination of phase one and two data, collected from archives and an open-ended survey, revealed a decline in enrollments, programs, and numbers of teachers teaching during this time period. Phase three data were collected from a mailed follow-up survey with an overall response rate of 56.9%. Among the respondents, 69% lived in Pennsylvania and were included in the final sample (N=128). Several factors were found to have influenced behavioral patterns: marital status, education, family status, age, the oversupply of graduates in 1978, the 1982 recession, deteriorating statewide economy, and loss of state leadership in home economics education. (30 references) (NLA)

ED 328 736 CE 056 918

McClain, Clifford R.; Zitello, Mildred

A National Survey of Technology Teachers To Determine the Technology Teacher Education Curriculum.

PUB DATE- Dec 90

NOTE- 7p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Higher Education; Industrial Arts; National Surveys; Science Programs; Secondary Education; *Teacher Education Curriculum; *Teacher Education Programs; Technological Advancement; *Technology; *Trade and Industrial Education; *Trade and Industrial Teachers

IDENTIFIERS- *Technology Education

The recent transition from industrial arts programs to technology education programs has occasioned the redesign of teacher education programs to meet the needs of future technology teachers. A national survey, conducted to improve the university course content in a technology teacher education curriculum for future junior high and high school teachers, contained 13 curriculum categories: English, sciences, mathematics, social sciences, humanities, communications, business, economics, engineering, computers, technical, education, and work experience. The University of Nevada's College of Education surveyed 186 "Best within Their State" technology teachers and 38 state supervisors of technology programs; 114 teachers and 27 supervisors responded. Most teachers (78.9%) indicated that they taught introduction to technology classes as part of their assignment. Large- and small-group instruction, paired students, individual student projects, and modular units were used by the teachers surveyed. Of the teachers surveyed, 88.6% used computer-aided instruction some of the time. Teachers and supervisors were asked to respond, via a Likert scale, to the perceived importance of 119 separate courses or course topics. The preferred course topics are listed by cluster on four attached tables. (NLA)

ED 328 764 CE 056 971

Grubb, W. Norton

Tech-Prep Programs: Issues in Implementing the Carl Perkins Amendments of 1990. Working Papers.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jan 91

NOTE- 7p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
.

DESCRIPTORS- Academic Education; *Agency Cooperation; *Articulation (Education); Cooperative Planning; Cooperative Programs; Coordination; Federal Aid; Federal Government; *Federal Legislation; Federal State Relationship; *Government Role; Integrated Curriculum; Policy Formation; Postsecondary Education; *Program Implementation; Resource Allocation; Secondary Education; State Agencies; State Government; State Programs; Statewide Planning; Technical Education; Technological Advancement; *Vocational Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

Federal and state policy makers face 11 issues in implementing the Carl Perkins Vocational Education Amendments of 1990. A preliminary issue is whether federal policy makers or the states should establish further definitions of and restrictions on what constitutes tech prep (articulated secondary-postsecondary technical preparation programs). Assuming substantial state participation in defining policies related to tech prep, the next issue is the relationship between the secondary and the postsecondary state agencies. Another issue is the types of approaches to or models of tech prep appropriate for federal funding. Still other issues include whether states should allocate funds for tech prep by a competitive process or by formula; the kind of process states should establish to set state policies and develop state plans; fields of study that should quality for tech prep programs; and whether there should be limitations on the ages of postsecondary students supported by tech prep funds. Other issues are the practices federal and state officials should encourage to ensure that as many students as possible complete tech-prep programs; steps they can take to ensure that tech prep programs are well connected to other programs in both secondary and postsecondary institutions; requirements in local applications; and the type of relationship between tech prep programs and efforts to integrate academic and vocational education under basic state grants. (YLB)

ED 328 778 CE 056 994

Podgursky, Michael; Swaim, Paul

Job Displacement, Reemployment, and Earnings Loss: Evidence from the January 1984 Displaced Worker Survey. Research Report Series RR-86-18.

National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adults; *Dislocated Workers; Economic Factors; Educational Status Comparison; Elementary Secondary Education; *Employment Patterns; Geographic Location; Health Insurance; Job Layoff; Labor Market; Occupational Surveys; Outplacement Services (Employment); Structural Unemployment; Underemployment; *Wages
IDENTIFIERS- Current Population Survey

Job displacement represents a serious labor market problem affecting a broad spectrum of the labor force. A study used data from the January 1984 Displaced Worker Survey, a supplement to the Current Population Survey, which analyzed patterns of job displacement, the post-displacement reemployment, and earnings experience of displaced workers. The study sample was limited to 9.5 million workers 21 to 60 years of age, formally employed in full-time jobs. Using econometric models of reemployment and post-displacement earnings, the study found the following: (1) displacement is widespread; (2) displacement rates are lowest in the Northeast and highest in the Midwest; (3) Black and Hispanic workers are overrepresented among displaced workers, whereas women are underrepresented; (4) displaced workers tend to be younger and have less formal education; (5) two-thirds of workers displaced in 1979 were reemployed by 1984; (6) displaced workers with more formal education are more likely to return to full-time employment; (7) reemployment earnings nearly match those on the old job; (8) a minority of displaced workers experience a large reduction in earnings capacity; (9) more educated workers have smaller earnings losses; (10) displacement results in loss of group health insurance coverage; and (11) most displaced workers are young but 15.9 percent are 50 years or older. There is a need for labor market assistance programs, targeted on the minority of displaced workers likely to face reemployment difficulty and reduced earnings potential unless assisted. (Notes, 26 bibliography entries, 12 tables, and 5 additional tables are included in this report.) (NLA)

ED 328 793 CE 057 018

Friedenberg, Joan E.; And Others
Adapt Instruction for LEP Vocational Students. One of Four Performance-Based Modules To Prepare Vocational Educators To Serve LEP Students.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 88
NOTE- 53p.; For related modules, see CE 057 019-021.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Community Resources; *Competency Based Teacher Education; *Curriculum Development; *Educational Resources; Instructional Materials; Learning Activities; Learning Modules; *Limited English Speaking; *Media Adaptation; Secondary Education; Teacher Developed Materials; Teaching Methods; Vocational Education; *Vocational Education Teachers

This module is one in a series of four performance-based modules developed to prepare vocational educators to serve limited English proficient (LEP) students. It is designed to help the vocational teacher learn how to adapt instructional techniques and materials to serve LEP students effectively. The module is made up of a series of four learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. An introduction lists terminal and enabling objectives, resources, learning experiences, and optional reading. The first three learning experiences cover: (1) the kinds of information about the LEP students that the teacher needs, how to obtain it, and how to use it in the classroom; (2) various people and services in the school and community that can help the teacher work with LEP students; and (3) how to adapt instructional techniques and materials by simplifying the English and using students' native languages. The final learning experience requires the teacher to demonstrate the skill in an actual vocational instructional situation where the teacher is an intern, student teacher, or inservice teacher. An assessment form for the final learning experience is included. (YLB)

ED 328 858 CG 023 166

Intervention Assistance Team Models. Sharing the Responsibility for Success.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- Aug 88
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *High Risk Students; Models; Principals; School Administration; *School Holding Power; *Student Needs; Teachers
IDENTIFIERS- *Intervention Assistance Teams; *Ohio

This publication outlines the ways in which elementary school educators from seven Ohio school districts implemented intervention assistance teams (IATs) as a way to provide the best possible education for their students. The purpose of the IATs is to provide educators with an additional vehicle for addressing the learning needs of at-risk students and youth. The seven Ohio models presented in this document can be adapted according to local needs and demographic considerations, and have been found to be useful in addressing specific problems relating to high student retention or dropout rates and low student achievement; in securing greater parent involvement; in promoting the principal's role as instructional leader; and in responding to special educational needs, including effective mainstreaming of handicapped students into regular classes. Each model is presented in four sections: (1) introduction and background; (2) the service-delivery model, which describes the program, the staff, and the forms and procedures used for student assessment and program selection; (3) characteristics of the IAT leader (or principal) who is responsible for the IAT and who has specific duties that must be performed as IAT leader; and (4) other considerations, such as the impact on the students. The document notes that the operational teams that evolve under the principal's active leadership will respond to the individual needs of nonhandicapped and at-risk students. It is concluded that intervention assistance teams, regardless of the specific model on which they are based, allow school personnel to share the responsibility for providing an educational environment that allows each child to benefit from his or her educational program. A list of contact persons is appended. (BHK)

ED 328 873 CS 009 916

Allison, Sarah F.

Implementation of an Educational Program for Parents of Students Enrolled in a Center for Reading and Learning Disabilities.

PUB DATE- 89
NOTE- 117p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Learning Disabilities; *Parent Attitudes; *Parent Child Relationship; Parent Conferences; *Parent Education; Parent Materials; Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Program Effectiveness; *Reading Difficulties; Remedial Reading

A program was designed to address the problem of parents who are uninformed or misinformed about their child's reading or learning disability, resulting in frustration and the inability to interact effectively with their child in academic activities. The program was implemented at a private reading and learning center which serves about 125 students weekly, from kindergarten through college level. The program's goals were: (1) to inform parents of the specific type of problem their child was experiencing; (2) to help parents develop an understanding of their child's disabilities; (3) to help parents develop skills to assist their child with academic exercises; (4) to provide parents an opportunity to interact in a group situation; (5) to establish a communication link between the center and the child's school; and (6) to provide literature and printed information for parents on their child's disability. The program included an assessment of parents' knowledge, regular scheduled conferences, group meetings, communicating with the child's school, and literature on disabilities presented in layman's terms. Data from questionnaires, interviews, homework surveys, and parents' assessment of reading materials were analyzed, revealing that five of the six goals were achieved. (Six tables of data are included, and 57 references are attached. Eleven appendixes, containing the instruments used to evaluate the program, samples of parents' responses, a list of suggested reading materials for parents, and a program brochure, are attached.) (SR)

ED 328 904 CS 010 433

Burdick, Patricia M.; Denner, Peter R.

Effects of Training Ninth-Grade Students in the Two Methods of Self-Questioning: Why Train Students to Self-Question When They Can Simply Reread?

PUB DATE- Mar 91

NOTE- 38p.; Paper presented at the Annual Reading Research Conference of the Washington Organization for Reading Development (16th, Bellevue, WA, March 14-16, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Grade 9; Junior High Schools; Learning Strategies; Metacognition; *Reading Comprehension; Reading Research; *Reading Strategies; Recall (Psychology)

IDENTIFIERS- Comprehension Monitoring; Idaho; *Self Questioning Techniques

A study examined the effects of training students in two kinds of self-questioning strategies, critical self-questioning and interpretive self-testing, on their acquisition of information from a science text. Subjects, 175 ninth-grade students from a junior high school in southeastern Idaho, were blocked according to their reading ability and then randomly assigned to one of three experimental conditions (critical self-questioning, interpretive self-testing, or read/reread control). The expository text passages used for training were adapted form a ninth- to twelfth-grade life-science textbook. The dependent measure consisted of 36 fill-in-the-blank items that assessed recall of six types of information directly stated in the final experimental passage about spiders. Results indicated that the two self-questioning strategies did not enhance students' overall knowledge acquisition when compared to rereading. The same pattern of results was found across five of the six kinds of information tested with the exception of classification items, where the students in the self-questioning groups significantly outperformed students in the control group without differing significantly from each other. Findings do not support the idea that content area teachers take class time to train students to self-question. (Eight tables of data are included; 32 references are attached.) (RS)

ED 328 950 EA 022 466

The School-Based Clinic: Update 1987.
Center for Population Options, Washington, DC.
PUB DATE- 88
NOTE- 22p.; A product of the Support Center for School-Based Clinics. Funded by the Victor E. Speas Foundation and the Adolescent Resources Corporation. Contains print that may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Clinics; Health Facilities; Health Needs; Health Promotion; Medical Care Evaluation; Parent Participation; *School Health Services; Secondary Education; Sex Education; Student Welfare
IDENTIFIERS- *School Based Clinics

Designed to increase the reader's understanding of school-based clinics, this document begins by examining factors such as cost, age, scheduling, transportation, the need for confidentiality, and legal consent issues that hinder the adolescent's access to adequate health care. After reviewing early models of health care in schools, this document defines school-based clinics, outlines their recent growth, and lists their common characteristics. A profile of school-based clinics drawn from a 1987 mail and telephone survey, in which 35 of the 47 programs sampled responded, provides information on school-based clinic participants, staff, and services as well as the relationship between school-based clinics and the school, community, and school nurse. Last, school-based clinics are discussed in terms of components necessary for success, goals, funding, rationale for providing reproductive health care, involving parents and other adults, building links to other community-based providers, and current research to evaluate school-based clinics. Included are 3 tables, a list of operational sites by state, and a list of 16 printed resources. (CLA)

ED 329 030 EC 300 022

Administrative Manual: Programs for Exceptional Children.
Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
PUB DATE- 16 Feb 90
NOTE- 153p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Access to Education; Agency Cooperation; Ancillary School Services; Confidentiality; *Disabilities; Due Process; Elementary Secondary Education; Eligibility; *Gifted; Handicap Identification; Individualized Education Programs; *Program Administration; *Special Education; State School District Relationship; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- *Delaware

This manual incorporates the Delaware State Board of Education's rules and regulations governing the education of exceptional children and is intended to provide guidance and information to educators, administrators, parents, and the public. The section on handicapped children covers the following areas: access to special education and related services; identification; evaluation (e.g., multidisciplinary team, bias-free tests and procedures, and reevaluation); Individualized Education Programs; eligibility; programs and placement (e.g., continuum of alternative program placements, informed parental consent, related services, and transportation); interagency/special programs; annual review; student management and discipline; educational surrogate parents; procedural safeguards (e.g., due process, hearing rights, and attorney's fees); confidentiality of student records; private placements; the Delaware Educational Assessment Program; State Education Agency responsibilities (e.g., complaint management procedures, cooperative agreements, and finance/administration); the Governor's Advisory Council for Exceptional Citizens; and funding. Guidelines for gifted and talented students are provided in a brief section covering eligibility, identification, program placement, and funding. (DB)

ED 328 750 CE 056 947

Brand, Betsy
Legislative Update.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 2 Dec 90
NOTE- 14p.; Paper presented at the All Vocational Forum at the American Vocational Association Convention (Cincinnati, OH, December 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Articulation (Education); College School Cooperation; Cooperative Programs; Coordination; Corporate Support; *Educational Legislation; Educational Mobility; Educational Planning; *Education Work Relationship; *Federal Legislation; Industry; Postsecondary Education; Program Implementation; *School Business Relationship; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

The U.S. Department of Education has undertaken a number of activities to implement the Carl D. Perkins Vocational and Applied Technology Education Act. Four regional meetings have been held to elicit opinions on regulatory issues. Four broad areas have been discussed: standards and measures, assessment and evaluations; state administration and leadership; use of funds and allocations among eligible recipients; and special populations. Several preliminary issues have been identified from these meetings that may be discussed during negotiated rulemaking in Washington, D.C. To assist the states in understanding provisions of the 1990 Amendments, the Office of Vocational and Adult Education (OVAE) has requested, received, and posted responses to questions from the field regarding the law via ADVOCNEWS, an electronic bulletin board. OVAE is also holding four state plan implementation meetings, which provide technical assistance to help state administrators as they develop their plans; has developed a draft State Plan Guide; and is developing performance report requirements. Some of the themes of the new legislation are accountability for program quality and student achievement; emphasis on the needs of special populations; the Tech Prep program; integration of academics and vocational curriculum; and the involvement of business in education. (YLB)

ED 328 807 CG 023 113

What To Do When a Friend Is Depressed: A Guide for Teenagers.
National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Depression (Psychology); Helping Relationship; *Intervention; Peer Relationship; *Referral; Suicide

This 7-panel pamphlet provides information on teenage depression. Its slogan "Depression: Define it. Defeat it." is depicted on one-half of the pamphlet as a short, wide poster. The first of four sections presents information on depression in a question-and-answer format. Depression is defined, the etiology and incidence are discussed, and types and treatment of depression are described. The second section separates facts about depression from myths about depression, such as the notion that teenagers do not suffer from real depression when in fact, they do. The third section lists symptoms of depression in the categories of expressions of feelings, such as sadness; personal attributes, such as the inability to make decisions; physical complaints, such as sleep problems; behavior changes, such as heavy drinking; and talk of death or suicide. The final section provides advice on what to do if a teenager suspects his or her friend may be depressed. It is recommended that the teenager encourage the depressed friend to talk to a parent or teacher, or, if the depressed friend does not follow this advice, the teenager is encouraged to seek help from a trusted adult himself. Finally, the address of the DEPRESSION/Awareness, Recognition, and Treatment (D/ART) program is provided. (ABL)

ED 328 823 CG 023 129

Kramer, B. Josea; And Others
Study of Urban American Indian Aging. Final Report.
Public Health Foundation of Los Angeles, City of Industry, CA.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 30 Jun 90
NOTE- 143p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *American Indians; *Databases; Frail Elderly; Human Services; Long Term Care; Minority Groups; *Older Adults; Research Needs; *Social Services; Social Support Groups; Sociocultural Patterns; Socioeconomic Influences; Urban Demography; *Urban Population

Little is known about urban American Indian elders, although most American Indians live off reservations in the nation's cities. Accordingly, this research project compiled information about these older Americans from the following databases: (1) results of academic and applied research; (2) Management Information System (MIS) reports of service providers in selected urban areas with significant American Indian populations; (3) surveys of selected urban American Indian organizations; and (4) results or data from federally funded demonstration projects which have targeted or incidentally served this population. The project produced a comprehensive research database which includes three topical bibliographies; demographic data; and documented needs for support services, availability and access to support services, and sociocultural factors which influence service delivery and use. The final report also identifies research gaps and recommends a national research agenda on aging among urban American Indians. This report also recommends policy and practices to increase access and availability of support services to older urban American Indians. (Author/TE)

ED 328 888 CS 010 417

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 1.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 37p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Diseases; *Fund Raising; Grade 1; *Hospitals; Parent Child Relationship; Parent Participation; *Physical Health; Primary Education; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains nine stories especially written for first graders by educators. The stories are about: illness and accidents; accident prevention; children's reactions to hospital stays; the first day of school; a death in the family; dealing with personal relationships; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics, which may be used in the classroom for instructional purposes and are intended to help integrate the language arts, social studies, health, and creative arts. (MG)

ED 328 919 CS 212 798

Anderson, Edward

Some Ways To Use the Rhetorical Skills of the Black American Folk Tradition To Teach Rhetoric and Composition.

PUB DATE- 90

NOTE- 38p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Black Attitudes; *Black Culture; *Black Dialects; Black History; Black Influences; *Black Literature; Black Studies; Community Colleges; Curriculum Enrichment; *Folk Culture; *Rhetoric; Two Year Colleges; *Writing Instruction

Focusing on black communication skills in the classroom can be rewarding, instructional, and motivational for both black and white students when educators begin to build upon the effectiveness of black language patterns and usages. This packet of curriculum materials was designed for class, group, and individual instruction in the use of black folk types and features (i.e., folk song-types, black folk sermons, black folk verbal strategies, folk literature by known Black-American authors, and non-standard English dialects). In addition to lists of African-American types of folk literature (e.g., story telling, folk sermons, and blues), African-American verbal strategies (e.g., rapping, jiving, and sounding), the stylistic and thematic features of Black-American folk tradition, important terms, the packet includes general and specific suggestions regarding instructional activities that use folk songs, spirituals, jokes, folk sermons, and literary works to teach about the effective use of dialects and language styles, and about rhetoric and composition. In addition, oral and written assignments, a selected bibliography, and 43 references are provided. (GFW)

ED 328 935   EA 019 380

Cawelti, Gordon

How Effective Instructional Leaders Get Results.

PUB DATE- 21 Feb 87

NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987). Portions of document contain small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Characteristics; Administrator Role; Behavior Theories; Change Strategies; Curriculum Development; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; Management Development; Organizational Theories; *Principals; *School Effectiveness; *School Organization; Staff Development; Student Development; Teacher Administrator Relationship

A profile of leadership behaviors that describes principals who successfully improve schools has emerged from effective schools literature and research of the corporate world. Instructional leadership involves four technical tasks that comprise a leadership profile: curriculum development, teaching supervision, staff development, and teacher evaluation. Studies indicate, however, that principals tend to spend the greater part of their time on management and operations activities and that school systems generally lack incentives for creating improvements. Research identifies four behavioral patterns among leaders: (1) Sense of vision (vision draws faculty attention to key curriculum areas and includes skills of consensus building and seeking creative solutions. (2) Organization developer (to develop an organization of people committed to excellence, leaders use skills in team building and conflict resolution. Understanding internal changes can mobilize faculty for improvements). (3) Instructional support. The principal must have expertise in teaching and designing effective staff development programs. (4) Monitoring learning. Successful principals monitor activities, a task analogous to management's "control" function. Skills include establishing clear indicators of student performance and providing progress reports to parents and faculty. These leadership behaviors rely on a knowledge base concerning the efficacy of various strategies or school improvement interventions. H. Walberg's (1984) findings on the relative power of factors such as home and school climate in enhancing student performance provide a useful conceptual framework for enterprising principals. A bibliography, charts, and tables are appended. (CJH)

ED 328 966 EA 022 665

What Is Working in Education: A Symposium. Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Nov 90

NOTE- 56p.; Serial No. 101-T.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; Conferences; *Educational Improvement; *Educational Innovation; Educational Trends; Elementary Secondary Education; *Excellence in Education; Futures (of Society); Government Publications; *Models; Program Descriptions; Public Schools; Research and Development; School Based Management; School Districts; School Restructuring; State School District Relationship; Theory Practice Relationship

IDENTIFIERS- *Congress 101st

Schools and school districts throughout the nation are developing and implementing educational programs designed to improve teaching, learning, and school management. This report provides a description of how schools and school districts in various parts of the country are developing and implementing improvement programs, based on their own definition of identified needs. Each of the 13 programs presented at a symposium designed to showcase examples of constructive reform in U.S. education is described. So that the programs may be regarded as models for replication, each description begins with the problem addressed or the motivation for initiating the program. The program's features, its research base or the intellectual history that supports it, and the evidence for the success of the program. Implications for federal policy and legislation are included with lessons from the project. Each description ends with names and addresses for further information. (MLF)

ED 328 982 EA 022 690

Grant, Geraldine P.; Martin, James A.
Sex Discrimination in West Virginia Principal Hiring Practices.
PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Southern Regional Council on Educational Administration Conference (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Administrators; Elementary Secondary Education; *Equal Opportunities (Jobs); Females; Higher Education; Personnel Selection; *Principals; Public Schools; *School Administration; Selective Admission; *Sex Bias; *Sex Discrimination; Sex Stereotypes; *Women Administrators
IDENTIFIERS- *West Virginia

Reasons for the predominance of males in public school administrative positions are explored in this study. Methodology involved a survey of 350 graduates (175 female and 175 male) of principal certification programs in West Virginia, which yielded 258 responses, and followup interviews with 21 females who had identified sex discrimination as a major factor in their unemployment as administrators. A conclusion is that sex discrimination practices occur in the application, screening, interview, and selection stages of the administrative hiring process. Reported obstacles to female administrative employment include employers' negative attitudes toward women, sex role stereotyping, and women's lack of influential sponsors and professional networks. Respondents perceived preferential hiring and promotion practices as explanations for the gender imbalance existing in public school administrative positions. (8 references) (LMI)

Rosenblum, Sheila; And Others
Educational Reform Options Targeted to Middle-Range High School Students. Research Report 08-027.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; *Educational Assessment; High Schools; Policy Formation; Productivity; School Restructuring; State Government; *State Programs; State Surveys; Statewide Planning; *Student Improvement
IDENTIFIERS- United States (Southeast)

Policy and program options for economic revitalization in the Southeast region of the United States through educational reform, with a focus on improving the learning experiences of middle-range high school students (30th to 70th percentile on standardized tests), are discussed. The study examined the ways in which state and local school districts are meeting students' needs: improving access to postsecondary education, especially minorities and first generation college students; increasing the probability of high school graduation; providing support and incentives; improving academic readiness; and including outside partners in the education process. Methodology involved a review of policy and research literature, analysis of political legislation and program documents, and telephone interviews with over 100 educational community members. A discussion of policy findings identifies three critical state policy roles for meeting middle-range student needs: school improvement, providing incentives, and promoting collaboration. A description of the following program initiatives are assessed according to their amenability to state policy and local implementation: alternative school programs; school-based and externally based support services; collaboratives; and indirect services, such as staff and curriculum development. Conclusions are made in three areas: redefinition of the target group, change in the state role toward an outcomes-based model, and the broadening participation of external organizations. Appendices include forms and instruments, summaries of additional program initiatives, and state summaries. (18 references) (LMI)

ED 328 722   CE 056 893

Johnson, Ron
Vocational Qualifications in the Member States of the European Community and Moves towards an Open Market. NCVQ R&D Report No. 2. Towards 1992.
National Council for Vocational Qualifications, London (England).
PUB DATE- Dec 89
NOTE- 91p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Developed Nations; Educational Practices; Elementary Secondary Education; *Employment Qualifications; Foreign Countries; *International Cooperation; International Educational Exchange; International Relations; International Trade; *Job Skills; Job Training; *Occupational Mobility; Paraprofessional Personnel; Postsecondary Education; Professional Education; *Vocational Education
IDENTIFIERS- *European Community

This report provides a summary of the education and training arrangements in the 12 member states of the European Community (EC) from school programs to technician and professional training. The introduction traces the history of initiatives and legislation in the EC and its related organizations with respect to qualifications, training, and employability. The next section presents a brief note on each member state and a broad outline of the education and training systems. The following section highlights the most significant features of craft worker training. Special attention is paid to "alternance" training (alternating on- and off-the-job training). The next chapter deals with vocational qualifications at the technician and paraprofessional level and at the professional and managerial level. In those countries in which the vocational qualification is closely related to the kind of educational institution involved, the institutions are described. The report concludes with a discussion of problems related to the mobility of workers across borders and the opening up of the market in Europe. Current initiatives and priorities are addressed. (Appendixes include a brief account of main legal documents that form the legal basis for action at the EC level in the field of vocational training; educational statistics; 76 print references; and 33 institutional resources.) (YLB)

ED 328 841 CG 023 147

Professional Development Guidelines for Elementary School Counselors. A Self-Audit.

American School Counselor Association. Alexandria, VA.
PUB DATE- 90
NOTE- 46p.; For related documents, see ED 324 615-616.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Elementary Education; Elementary Schools; *Evaluation Methods; *Professional Development; *School Counseling; *School Counselors; *School Guidance; Self Evaluation (Groups)

This self-audit for elementary school counselors is one-third of a three-part project sponsored by the American School Counselor Association (ASCA). The manual is divided into five separate and interrelated sections, designed for program and individual counselor self-evaluation: (1) Philosophy and Policies of the Counseling Program; (2) Program Development and Implementation; (3) Role and Function of the Elementary School Counselor; (4) Specialized Populations in Counseling; and (5) Professional Development. Included in each section are basic principles and specific questions that provide an opportunity to appraise the counseling process. Space is provided for summarizing areas that need strengthening, and also for outlining plans for implementing change. Resources (books, pamphlets, agencies) that can be used for individual reference or inservice workshops are listed at the end of the manual. (72 entries) (LLL)

ED 329 014 EA 022 750

Johnson, William L.; Snyder, Karolyn J.
Leadership for Productive Schools.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; Educational Assessment; Educational Improvement; Elementary Secondary Education; Instructional Improvement; *Instructional Leadership; Leadership Responsibility; Leadership Training; Organizational Climate; *Principals; School Based Management; School Effectiveness; Staff Development

Given that current redefinition of the principalship emphasizes instructional leadership, this document begins with a summary of previous research findings on effective school characteristics related to school improvement planning, program development, staff development, school assessment, and organizational culture with emphasis throughout on the principal's role in creating effective schools. Second, a detailed description of the development and use of an instrument designed to assess the training needs for principals and district personnel is provided. Steps covered include the development of questionnaire forms, selection of respondents, administration of the instrument, and writing computer programs for assessment of the instrument reliability and validity. Ten leadership competency statements drawn from a synthesis of the responses of 247 elementary, middle, and secondary school principals and central office personnel in Texas are presented. These include statements on schoolwide goal setting, work group performance, individual staff performance, staff development, clinical supervision, work group development, quality control, the instructional program, resource development, and evaluation. One table is included. (92 references) (CLA)

ED 329 046 EC 300 038

Stone, James A.

Available Community Living Options for Older Persons with Mental Retardation and/or Developmental Disabilities in the United States.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- May 90

NOTE- 21p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Agency Cooperation; Community Programs; Delivery Systems; *Developmental Disabilities; Federal Aid; Financial Support; *Independent Living; *Mental Retardation; National Surveys; Older Adults; Placement; *Place of Residence; Residential Programs; State Aid; *State Programs

A national survey gathered information from 47 states concerning small-scale community living options of 15 or fewer placements for older individuals with mental retardation or developmental disabilities. The survey collected data on long-term funding, support services, mandates and regulations, efforts of interagency task force planning, and numbers of older persons served by the state mental retardation/developmental disability service system. The survey found that: (1) there is a trend for state agencies to use state funding over federal funding to support community living options; (2) 13 states reported interagency task force activities; (3) state agency resources supporting community living options in three-person or smaller settings are available for 25.3% of the population; and (4) some older persons were living independently, semi-independently, in their own homes with agency support, in supervised apartment settings, or in shared homes or apartments. Priority areas and budget line items for several individual states are noted. (Six references) (JDD)

ED 329 062 EC 300 056

Murphy, Linda; Della Corte, Suzanne
Managing the Difficult Child.
PUB DATE- Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Problems; *Child Rearing; Elementary Secondary Education; Parent Child Relationship

This newsletter issue focuses on ways parents can manage the difficult child with special needs. Characteristics of the difficult child are listed including poor listening skills, irritableness, impulsivity, and tendency to have tantrums. Typical reactions to the difficult child by parents, siblings, other relatives, neighbors, the school, and peers are then noted. An observation period in which all behaviors are documented is recommended. Suggestions for changing undesirable behaviors include building structure into family routines, modifying the home setting to meet the child's needs, and setting some easy-to-follow consistent rules. Finally, do's and dont's include "do use alternative methods" and "don't bring up past misbehaviors". In addition to the main article, the issue contains two shorter articles: (1) "Parent-to-Parent Network: Fragile X Syndrome--in my Family?" (Alicia Campbell); and (2) "Dealing with Childhood Temper Tantrums" (George Popper). (DB)

ED 329 077 EC 300 073

Sturomski, Neil; And Others

Improving Social Skills: A Guide for Teenagers, Young Adults, and Parents.

Learning Disabilities Project, McLean, VA.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Dec 89

NOTE- 107p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adolescents; *Basic Skills; Communication Skills; Coping; Decision Making; Education Work Relationship; Employment Potential; *Individual Development; *Interpersonal Competence; *Learning Disabilities; Postsecondary Education; Problem Solving; Stress Management; Young Adults

Intended for adolescents and young adults with learning disabilities and their parents, this curriculum addresses specific social skill problems identified in a needs assessment completed by parents. Two introductory chapters, one for parents and one for young adults, precede the curriculum. Chapter 1 examines how the individual's surroundings affect behavior and how making changes in the setting can facilitate success. Chapter 2 addresses communication skills including: listening for the real content and feelings of messages; restating messages; understanding nonverbal messages; communicating ideas; and asking questions. Decision making skills are the focus of the activities in chapter 3, which helps identify individual strengths, weaknesses, and interests and details six steps in the decision making process. The next chapter looks at skills necessary to follow directions and suggests analyzing the steps involved, double checking directions, and rehearsing new or unfamiliar directions. Chapter 5 discusses strategies for successful problem solving. It explains six problem solving steps and stresses the importance of timing. The sixth chapter looks at strategies for coping with stress and impulses or feelings such as anger. The final two chapters examine employment opportunities and options after high school. The document includes 10 references and gives addresses of four national organizations serving learning-disabled adults. (DB)

ED 328 665 CE 055 255

Nurss, Joanne R.

Hospital Job Skills Enhancement Program: A Workplace Literacy Project. Final Evaluation Report.

Georgia State Univ., Atlanta. Center for the Study of Adult Literacy.; Grady Memorial Hospital, Atlanta, GA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE- Mar 90

NOTE- 103p.; For the curriculum manual, see CE 055 256.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cloze Procedure; Curriculum Development; *Education Work Relationship; Employer Employee Relationship; Food Service; *Functional Literacy; *Hospital Personnel; Housekeepers; Laundry Drycleaning Occupations; *Literacy Education; Postsecondary Education; Task Analysis; Whole Language Approach

IDENTIFIERS- Georgia (Atlanta); *Workplace Literacy

A workplace literacy program was designed to improve the literacy skills of entry-level workers in the housekeeping, food service, and laundry departments of Grady Memorial Hospital in Atlanta. Classes were held twice per week for 36 weeks at the hospital on job time. Literacy was defined as reading, writing, oral communication, and problem solving. Materials were developed on the basis of a job literacy audit that included interviews with and observation of workers, interviews with supervisors, and analysis of written materials pertinent to the job. The whole language approach was used by one full-time instructor, one part-time instructor, and several volunteers who taught 66 participants (primarily black women with an average of 10.5 years of employment at the hospital). Students were assessed before and after instruction by a Cloze reading test, using passages from job materials; a writing sample yielding a writing process score; and role-playing of a job situation scored for oral communication. Statistically significant gains were obtained for reading, writing, and oral communication. Participants believed that the program increased their academic skills (61 percent), improved their oral (39 percent) and written (34 percent) expression, improved their job knowledge (29 percent), increased their confidence (27 percent), and refreshed their basic education (24 percent). Supervisors believed the program benefited workers, especially in oral communications. (The document includes 18 references, a curriculum outline for classes, a process writing scoring guide, an oral communication comprehensibility rating scale, a sample instructional plan, an external evaluator's report, and a dissemination plan.) (CML)

ED 328 680 CE 056 743

Lawton, Marcy F.

Apprenticeship: A Partnership. A Guide for Managers of Inservice Programs for Apprenticeship Related Instruction.

Fairfax County Schools, Va.; Virginia Merit Shop Education Foundation, Alexandria.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 23p.; For related documents, see CE 056 742-744.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; *Apprenticeships; *Building Trades; Cooperative Programs; *Demonstration Programs; Education Work Relationship; Employment Potential; Employment Programs; English (Second Language); Females; *Inservice Teacher Education; Job Skills; Minority Groups; On the Job Training; Postsecondary Education; Program Development; Program Implementation; Publicity; Recruitment; Teaching Methods
IDENTIFIERS- Fairfax County Schools VA; *Partnerships in Education

This inservice training guide, developed as part of a cooperative project conducted by the Fairfax County, Virginia, Public Schools in conjunction with the Virginia Merit Shop Education Foundation, is intended to assist administrators and planners of apprenticeship training programs. (The apprenticeship program was developed to recruit women, members of minority groups, and English-as-a-Second-Language speakers into eight construction trade apprenticeships.) The guide provides managers with a comprehensive approach to the training process to increase the probability of success. It covers the following topics: need for inservice training, inservice training as a job requirement, goals and objectives, responsible parties, needs assessment, publicity and pretraining mailouts, handouts, establishing a positive atmosphere, training strategies and techniques, training content, evaluating the instructor, resources for inservice training, and evaluating the inservice training. A list of 11 suggested resources is provided. (KC)

ED 328 694 CE 056 788

Dunlap, Dale
Project T.E.A.M. (Technical Education Advancement Modules). Advanced Statistical Process Control.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 33p.; For related training modules, see CE 056 779-787.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Programs; Basic Skills; Curriculum Guides; Data Analysis; Data Collection; Flow Charts; Learning Modules; *Problem Solving; *Process Education; *Scientific and Technical Information; Skill Development; *Statistical Analysis; *Statistics; Technical Education; Technical Mathematics; Underemployment; Unemployment
IDENTIFIERS- *Statistical Process Control

This instructional guide, one of a series developed by the Technical Education Advancement Modules (TEAM) project, is a 20-hour advanced statistical process control (SPC) and quality improvement course designed to develop the following competencies: (1) understanding quality systems; (2) knowing the process; (3) solving quality problems; and (4) working with SPC. Project TEAM is intended to upgrade basic technical competencies of unemployed, underemployed, and existing industrial employees. The materials in this module serve as a student outline and an instructor guide. The manual includes seven sections: (1) introduction to quality in the 1990s; (2) know your process--flow charting; (3) solving quality problems--problem-solving techniques and data collection; (4) data analysis techniques; (5) Statistical Process Control; (6) process capability studies; and (7) nontraditional SPC methods--control charts. Frameworks for various processes are included at the end of this manual. (NLA)

ED 328 708　　　　CE 056 853

Marlowe, Mike; And Others

Adult Basic Skills Instructor Training Project (1988-1991). Phase I (1988-1989) and Phase II (1989-1990) Report.

Appalachian State Univ., Boone, N.C.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh. Div. of Adult and Continuing Education.

PUB DATE- 91

NOTE- 34p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Basic Skills; Community Colleges; *Competency Based Teacher Education; Experiential Learning; Institutes (Training Programs); Program Development; Program Implementation; *Resource Teachers; Summer Programs; Teacher Certification; Teacher Effectiveness; Teacher Workshops; *Trainers; Two Year Colleges

To improve basic skills instructor training in North Carolina's 58 community colleges, the Department of Community Colleges funded a 3-year Adult Basic Skills Training Project. It was designed to develop a cadre of local trainers who could meet the training and development needs of basic skills instructors at each community college. Adult basic education instructors from all the community colleges were selected to participate in five regional workshops and three summer institutes. Seventy-one instructor trainer competencies were identified. Competency training was based on Kolb's experiential learning theory. Participants who completed the 165 hours of instruction represented by the institutes and workshops spaced over a 30-month period would receive a certificate as a Resource Specialist in Basic Skills Instructor Training. The first three workshops and two summer institutes offered instruction in interpersonal communication skills, assessment strategies, methods and materials, reading comprehension, and instructional management. Evaluations indicated that participants viewed the information as useful and colleges were incorporating the instructor trainer role in their local staff development plan. Attached tables provide: (1) data about workshop participants; (2) indicators of competence; and (3) participants' ratings of the program's usefulness. (YLB)

ED 328 737 CE 056 919

Rojewski, Jay W.; And Others

Practices and Attitudes of Secondary Industrial Education Teachers toward Students with Special Needs.

PUB DATE- Dec 90
NOTE- 21p.; Paper presented at the Annual Convention of the Americar Vocational Association (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Educational Practices; Program Improvement; Research Needs; Secondary Education; *Special Needs Students; *Teacher Attitudes; *Teacher Characteristics; Teacher Education; *Trade and Industrial Education; *Vocational Education Teachers

A self-administered questionnaire about practices and attitudes toward vocational special needs (VSN) students was distributed to a sample of 245 secondary industrial education (IE) teachers in seven central states (Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming). Analysis of 135 returns (55 percent) found moderately positive attitudes. Analysis of variance procedures revealed that age, exposure to special needs students, education level, teaching experience, perceived adequacy of training, and involvement in developing Individualized Education Plans (IEPs) were not significant in determining attitudes. One-fourth of IE teachers reported involvement in the IEP process. Preservice and inservice training was perceived as inadequate; however, most teachers felt effective and successful with special needs students. Degree of perceived success was significant: educators who felt they were successful in teaching VSN students had more positive attitudes. IE teachers' practices and attitudes are consistent with comparable vocational education studies. Future training should target technical aspects of teaching VSN students instead of attempting to change attitudes. Future research should determine the effects of practices and attitudes on student achievement. (22 reference) (KC)

ED 328 794 CE 057 019

Friedenberg, Joan E.; And Others

Conduct Intake Assessment for LEP Vocational Students. One of Four Performance-Based Modules To Prepare Vocational Educators To Serve LEP Students.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 88

NOTE- 50p.; For related modules, see CE 057 018-021.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Aptitude Tests; Behavioral Objectives; *Competency Based Teacher Education; *Interest Inventories; *Language Proficiency; *Language Tests; Learning Activities; Learning Modules; *Limited English Speaking; Media Adaptation; Secondary Education; Student Evaluation; Testing; Test Interpretation; Vocational Education; *Vocational Education Teachers; Vocational Evaluation; Vocational Interests

This module is one in a series of four performance-based modules developed to prepare vocational educators to serve limited English proficient (LEP) students. It discusses the intake process and the purpose and importance of assessing LEP students for both English and native language proficiency and vocational interest and aptitude. The module is made up of a series of three learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. An introduction lists terminal and enabling objectives, resources, learning experiences, and optional reading. This module provides information on: (1) appropriate standardized English proficiency assessment instruments; (2) administration and use of three informal English proficiency techniques; (3) adaptation of these techniques for assessment of native language ability; (4) assessment of vocational interest and aptitude and adaptation of assessment strategies for use with LEP students; and (5) interpretation of assessment results. The final learning experience requires the teacher to demonstrate the skill in an actual vocational instructional situation where the teacher is an intern, student teacher, or inservice teacher. An assessment form for the final learning experience is included. (YLB)

ED 328 808 CG 023 114

Sargent, Marilyn
Plain Talk about Depression. Plain Talk Series.
National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; *Depression (Psychology); Etiology; Helping Relationship; Mental Disorders; Psychiatric Services; Psychological Services; *Psychotherapy; Referral; *Symptoms (Individual Disorders)

Depression is defined as a "whole-body" illness, involving the body, mood, and thoughts. Three of the most prevalent types of depressive disorders are described: major depression, dysthymia, and bipolar disorders (formerly called manic-depressive illness). Eleven symptoms of depression and 10 symptoms of mania are listed. Causes of depression are discussed, focusing on genetic, psychological, and environmental factors. Diagnostic evaluation and treatment are described. The components of a diagnostic evaluation are discussed. Antidepressant medications are reviewed, focusing on tricyclics, monoamine oxidase inhibitors, and lithium. It is noted that antidepressants are not habit-forming and that antianxiety drugs are not antidepressants. Side effects of antidepressants are discussed and ways to deal with them are presented. Psychotherapies are discussed, including the issues involved in short-term therapy, behavior therapy, and psychodynamic therapy. Information on self-help is presented, including realizing that depressive disorders make one feel exhausted, worthless, helpless, and hopeless. Advice is given on what actions to take or not to take when one is depressed. Information on how to help depressed persons is discussed. This includes helping the depressed person to get diagnosis and treatment and offering emotional support. Addresses of groups providing information are included. (ABL)

ED 328 859 CG 023 167

Fraenkel, William A.

The Creative Use of Psychotherapy with Terminally Ill AIDS Patients.

PUB DATE- 12 Aug 90

NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). For a related document, see CG 023 168.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Clinical Psychology; *Counseling; Death; Grief; *Hospices (Terminal Care); *Intervention; Interviews; *Personal Narratives; *Psychotherapy

One clinical psychologist who worked with terminally ill, end-stage Acquired Immune Deficiency Syndrome (AIDS) patients in a hospice type setting experienced more than 150 deaths over an 18-month time period. Many of the patients denied that they had AIDS; some distinguished between having AIDS and testing positive for Human Immunodeficiency Virus (HIV+). For many of the patients, having AIDS was emotionally shattering, personally devastating, and overwhelmingly terrifying. This paper describes the experience of working with a clientele of AIDS patients. Case examples and quotes from a variety of these patients illustrate the feelings experienced by persons with AIDS and, in some cases, reveal the psychological mechanisms used by AIDS patients to deal with their own mortality and the death of other patients. Freudian, fundamentalist, and sociological interpretations of AIDS are discussed briefly. It is concluded that in certain ways, humans contribute to their dysfunctional immunological systems: by taking an active role and responsibility in their treatment, changing their thoughts about death and dying, maintaining a positive attitude, using meaningful spiritual values, confronting boredom, and finding more meaning for existence, some AIDS patients may be able to extend their lives and arrest their conditions. Psychological interventions are discussed as important for those diagnosed as HIV+ and for those with AIDS as well as for persons who care for them. (NB)

Weinberger, Jo; And Others
Ways of Working with Parents to Promote Early Literacy Development.
Sheffield Univ. (England). Div. of Education
PUB DATE- 90
NOTE- 28p.; USDE Papers in Education, No. 14.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Literacy; *Parent Child Relationship; *Parent Influence; Parenting Skills; *Parent Participation; *Parent Responsibility; Parent Role; Parents as Teachers; Writing Readiness; Young Children
IDENTIFIERS- *Beginning Writing; Childrens Writing; *Emergent Literacy; Literacy Events; Print Awareness; University of Sheffield (England)

This booklet is intended for teachers, nursery nurses, health visitors, librarians, preschool workers, and parents, and provides practical ideas about working with parents, ideas which have been developed and tried out in the Sheffield Early Literacy Development Project. Suggestions include ways for parents to model, provide opportunities, and encourage their children by using environmental print, beginning to write, and sharing books. A list of children's books and resources for parents (books, videos, and magazines) is also included. (MG)

ED 328 889 CS 010 418

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 2.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 39p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Diseases; *Fund Raising; Grade 2; *Hospitals; Parent Child Relationship; Parent Participation; *Physical Health; Primary Education; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for second graders by educators. The stories are about: illness and accidents; accident prevention; children's reactions to hospital stays; the death of a pet; a child's view of adoption; a child's reaction to his first pair of glasses; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes, and are intended to integrate the language arts, social studies, health, and creative arts. (MG)

ED 328 905 CS 010 435

Seligman, Claudia Dee; And Others

Facilitating Student Achievement: Focusing on Promising and Exemplary Programs in Reading; Writing; Thinking; Partnerships; Technology.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 185p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Computer Uses in Education; *Demonstration Programs; Elementary Secondary Education; Inservice Teacher Education; Instructional Effectiveness; Preservice Teacher Education; *Program Descriptions; *Program Effectiveness; *Reading Instruction; School Community Relationship; *Thinking Skills; *Writing Instruction

This document is a collection of reviews of promising and exemplary programs designed to improve student achievement. The programs reviewed represent the five areas that hold particular promise for strengthening students' academic performance: improved instructional strategies in reading, writing, and thinking; and the use of educational partnerships and technology to support and enhance instruction. The reviews focus on Theme E, a project designed to provide a select group of teacher educators and other staff development providers with research and practice-based information about instructional approaches that improve student achievement. The reviews of each of the 63 programs are organized into four sections: needs, description, implementation, and assessment. With the caveat that the lack of assessment information to evaluate the effectiveness of some programs requires additional information on these programs, the reviews aim to meet the need for more specific information on effective instructional programs and practices. One figure listing each program, its primary and secondary focus, and its page number is included. (RS)

ED 328 951 EA 022 528

Broderick, Barbara, Ed.
Education Interface Guide to Precollege Foundation Support.
Information Interface Inst., Inc., Skillman, NJ.
PUB DATE- 90
NOTE- 278p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Endowment Funds; Financial Support; *Foundation Programs; Fund Raising; *Grants; Grantsmanship; *Private Financial Support

Private philanthropic foundations that fund precollege programs are described in this guidebook that is designed to help the prospective grant applicant. The introduction provides information on the following: how to identify good prospects; five steps in identifying the right foundation; five matchmaking steps; strategies for fund-raising management; typical foundation guidelines; major types of grants; fund-raising strategies in California school districts; guidelines for grantseekers; and a list of regional and local associations of foundations. Section 2, which constitutes the bulk of the document, provides individual foundation profiles. The programs listed are historical and descriptive in nature, most of which are continuing and ongoing. The final section presents indexes by geographical preference, types of programs supported, and foundations profiled in this guidebook. (LMI)

ED 328 967 EA 022 666

Mamchur, Carolyn

How To Run Productive Meetings.

Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Processes; Cognitive Style; Decision Making; Efficiency; Elementary Secondary Education; Evaluative Thinking; Extraversion Introversion; Group Dynamics; Interpersonal Relationship; Intuition; Leaders Guides; *Meetings; *Organizational Communication; Perception; *Personality Traits; *Psychological Characteristics; *Staff Meetings
IDENTIFIERS- *Jung (Carl G)

Carl Jung, the Swiss psychologist, developed a way to systematically examine eight basic tendencies toward which different types of people tend to gravitate: introversion or extraversion, sensing or intuition, thinking or feeling, and judging or perceiving. This booklet examines what these tendencies mean and how people with different characteristics often behave in meetings, why "opposites" may quite unintentionally aggravate each other, and how the people who run meetings can make the best use of these tendencies. A set of five statements is presented for each of the four groups of tendencies to allow readers to determine their own tendencies. The possible combinations of the 4 preferences results in 16 possible types. A chart briefly illustrates the uniqueness and commonality of the 16 types and is followed with instructions for using the chart. A discussion of four type interactions, described as the four temperaments, concludes the booklet. (MLF)

ED 329 063 EC 300 057

Chadsey-Rusch, Janis, Ed.; Levy, Merle, Ed.
Project Directors' Annual Meeting. Conference Proceedings (2nd, Washington, D.C., October 9-10, 1986).
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 86
NOTE- 128p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Potential; *Government Role; Parent Attitudes; Program Descriptions; Research Needs; Secondary Education; *Special Education; *Transitional Programs; Young Adults
IDENTIFIERS- *Transition Institute IL

This volume provides an overview of the proceedings of a 1986 meeting which looked at Transition Institute at Illinois programs that help students with disabilities move into postsecondary study or work, discussed how participants could receive technical assistance, and disseminated project information. Included are the agenda, the findings from the program evaluation, a review of applied research, a summary of technical assistance programs, and a list of participants. Included are the following papers: "Secondary Special Education and Transition from School to Work: A National Priority" (Frank R. Rusch and L. Allen Phelps); "Looking Ahead" (the keynote presentation by G. Thomas Bellamy); "Model Program Evaluation Research Program" (Phelps and Jane Dowling); "Meta-analysis of Secondary Special Education and Transitional Services" (Laird W. Heal); "Student Assessment Research Program" (Robert Linn and Lizanne DeStefano); "Needed Research on the Evaluation of Special Education Transition Programs" (Robert Stake); "Research Priorities in Secondary Special Education and Transitional Services: A National Survey" (Rusch, Jeffrey McNair, and DeStefano); "History of Federal Transition Policy" (DeStefano and Dale Snauwaert); "Social Ecology of the Workplace: Direct Observation of Handicapped and Nonhandicapped Workers" (Janis Chadsey-Rusch); "Parent Survey: Identification and Validation of Transition Issues" (McNair and Rusch); "The Sonoma County Transition Project" (Gail O'Connor); "Secondary Educational and Transitional Services for Handicapped Youth" (Don Hulbert); "Hawaii Transition Project" (Robert Stodden); "The Electronics Industry Enclave Project" (Larry Rhodes); "The Vocational Rehabilitation and Transition Process for Learning Disabled Youth: A Case History Approach" (Patricia Patton and Louise Reifman); "Project Employment" (Patricia Catapano); "Employment Retention Program" (Robert Gaylord-Ross); "Postsecondary Interaction Model for Learning Disabilities" (Mary Morris and Jan Leuenberger); "Illinois Competitive Employment Project" (Tom Lagomarcino); "Project REDDY: Real Employment Alternatives for Developmentally Disabled Youth" (Dianne E. Berkell). (DB)

ED 328 779 CE 056 995

Five Case Studies for Youth-at-Risk Project. Research Report No. 88-11.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- May 88

NOTE- 209p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Basic Skills; Career Development; Career Education; *Case Studies; Demonstration Programs; *Disadvantaged Youth; Dropout Prevention; *Dropouts; Educational Finance; *High Risk Students; *Instructional Effectiveness; Intermediate Grades; Secondary Education; Urban Education

IDENTIFIERS- Albuquerque Public Schools NM; Baltimore City Public Schools MD; Hartford Public Schools CT; Oakland Unified School District CA; Philadelphia School District PA

The five case studies in this volume concern at-risk youth. Disadvantaged youth programs in different states were studied by different authors: (1) Albuquerque, New Mexico (Richard Mendel); (2) Baltimore, Maryland (Edward C. Lorenz); (3) Hartford, Connecticut (Richard Funkhouser and Delsie Gandia-Fabian; (4) Oakland, California (David Snedeker); and (5) Philadelphia, Pennsylvania (Richard deLone). All five case studies report the following: (1) a general concern about high dropout rates; (2) a discussion of model programs; (3) a large proportion of youth at risk because they are not progressing in career and life educational activities; (4) grades five through eight proving to be educationally more effective than grades seven through nine; (5) a need to increase career education and career development programs and to provide remedial education to all students; and (6) reevaluation of funding and legislation for urban education at all levels. (NLA)

ED 328 824 CG 023 130

Gerler, Edwin R., Jr.
The Changing World of the Elementary School Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Child Abuse; *Childhood Needs; Child Neglect; Child Welfare; *Counseling Objectives; *Counselor Role; Cultural Differences; Disabilities; Drug Abuse; Elementary Education; *Elementary Schools; Emotional Adjustment; Exceptional Persons; Futures (of Society; *School Counselors; Social Change; Technological Advancement
IDENTIFIERS- ERIC Digests

This digest summarizes demands that confront elementary counselors: (1) a culturally diverse world; (2) changing families; (3) drug abuse; (4) child abuse and neglect; (5) exceptional children; (6) a technological world; (7) a changing world of work; (8) promoting learning in a changing world; (9) shaping children's behavior in a changing world; and (10) human relations in a changing world. (TE)

ED 328 920 CS 212 799

Anderson, Edward
Literary and Rhetorical Influences of the Black American Folk Tradition.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Black Culture; *Black Dialects; *Black Education; Black History; Black Literature; Black Students; Black Studies; Community Colleges; *Folk Culture; *Rhetoric; Two Year Colleges

Instruction in rhetoric, English composition, and literature can be enhanced if black language and the stylistic influences of the black folk tradition are recognized and presented in the classroom. Teachers need to be aware of the history and heritage of the Black-American dialect and the black folk tradition. In addition, teachers and students need to be aware of the vocabulary of black language, its historical development, and its contributions to mainstream English. Also of importance is the style of black language, which developed from a combination of sacred and secular traditions. This style can be seen in the ''persuasive techniques'' used in black literature, including punning or playing on words, extemporaneous or spontaneous expressions, indirection or innuendo, metaphorical images, boasting or bragging. Typical narrative devices include toasting, call and response, signifying and sounding. The literary and rhetorical types of the Black-American folk oral tradition can add a great deal to the classrooms in that they represent a direct expression of the Black-American experience from the colonial period to the present. Thirteen references and a list describing the forms and literary types in the Afro-American Folk Tradition are appended. (GFW)

ED 328 983 EA 022 691

Lipoff, Elise
When Illness and Disability Strike Your Staff.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Feb 91
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Demography; *Disabilities; Elementary Education; *Employee Absenteeism; Federal Regulation; *Handicap Discrimination; Intervention; Middle Schools; Organizational Climate; Principals; *School Personnel; School Surveys; *Teacher Attendance; Work Attitudes; Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990

Disabilities and illnesses are becoming an increasing problem for all employers. To understand the problems unique to schools, 76 elementary and middle school principals were surveyed and indepth interviews were conducted with over a dozen of them. Nearly 70 percent reported that, over the past 2 years, they had between 1 and 5 teachers absent for more than 2 weeks at a time each; 77 percent reported having 1 to 5 administrative staff out. Clustering survey responses according to a disability management framework results in the following strategy: (1) declare that the first goal is return to work; (2) develop a cooperative strategy; (3) provide early and continued intervention; (4) talk to physicians and insurers; (5) provide job accommodation; and (6) help colleagues, students, and parents understand and be sensitive to the total situation. Four information groups that can help with job accommodations for an employee with a chronic illness or disability are listed. (MLF)

ED 329 031 EC 300 023

Claus, Richard N.; And Others
Trainable Mentally Impaired/Severely Multiply Impaired/Autistic Impaired/Severely Mentally Impaired. Product Evaluation Report 1989-1990.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Aug 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aquatic Sports; Autism; Community Programs; Computer Assisted Instruction; *Disabilities; Elementary Secondary Education; Moderate Mental Retardation; Multiple Disabilities; Occupational Therapy; *Paraprofessional School Personnel; Physical Therapy; *Program Evaluation; School Libraries; Severe Mental Retardation; *Special Schools; Summer Schools

The evaluation report describes special education services provided to trainable mentally impaired (TMI), autistic impaired (AI), severely multiply impaired (SXI), and severely mentally impaired (SMI) students at and through the Melvin G. Millet Learning Center (Bridgeport, Michigan). The eight program components are described individually and include: aquatic therapy; community education; computer-assisted instruction/occupational therapy; occupational and physical therapy; library/media services; TMI summer school; AI summer school; and curriculum review. For each program component information is provided on staffing, aides' responsibilities, instruction, and student attainment of objectives. Evaluation indicated that 95.6% of objectives were attained. Recommendations include increasing staff participation, identifying reasons why some services were not provided, and continuing data collection. (DB)

ED 328 723 CE 056 894

Huffington, Dale; And Others
Independent Study Program Profiles 1989-1990. Final Report.
National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Jan 91
NOTE- 141p.; For related reports, see ED 227 801, ED 246 754, ED 253 660, ED 270 609, ED 281 014, ED 294 045, and ED 317 744.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Distance Education; *Enrollment; Fees; Higher Education; High Schools; *Independent Study; *Noncredit Courses; Postsecondary Education; *Program Descriptions; Program Guides; School Surveys
IDENTIFIERS- *National University Continuing Education Assn

This final report includes 80 institutions' final responses to the National University Continuing Education Association (NUCEA) Independent Study Division's annual survey of college, high school, and noncredit program practices during 1989-90. Eight figures are included to provide information on course enrollments, course fees, staff size, course developments, and faculty stipends. The data in the eight tables enable the administrators and staff of independent study programs to compare and contrast their activities, staffing, programming, and enrollment growth patterns with those of other institutions. Format and contents of the tables follow an established pattern to maintain comparability between years. A survey was sent during July 1990 to 143 institutions that had responded to previous surveys, were new NUCEA members, or had a professional member of the Independent Study Division. During August, follow-up letters and telephone calls were made to all nonresponding institutions and to those whose survey responses were markedly changed from before. Of the 348,000 independent study enrollments reported by 80 institutions for 1989-1990, 57.4% are in college courses, 30.2% are in high school courses, and 12.4% are in noncredit courses. Overall enrollments have increased from 1988-1989. The independent study research survey form is included in the report. Footnotes for college, high school, and noncredit program information are also included. (NLA)

ED 328 724 CE 056 895

ED 328 751 CE 056 949

Brand, Betsy
What's Ahead for Employment and Training.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 2 Dec 90
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; Creativity; Decision Making Skills; Economic Change; *Educational Improvement; *Education Work Relationship; Futures (of Society); High Schools; *Job Training; Postsecondary Education; Problem Solving; Quality of Working Life; *School Business Relationship; Skill Development; Teamwork; Technology; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; School Based Enterprises

In order to remain competitive, a new economic system requires employees to be better educated, be more creative, work in teams, solve problems, make decisions, and improve and upgrade skills and education. As technology advances and companies push employees to assume more responsibility, the traditional vocational system will be in the spotlight. It will be replaced by a system responsive to changing work force and workplace needs. One way to help build a more competitive work force is to strengthen the school-to-work connection. A better system for preparing noncollege-bound youth to enter the work force is necessary for a flexible system. There are several options for students in high schools and two-year colleges for combining school and work. The first is expanding apprenticeship programs in some form. Efforts to create part-time apprenticeships for high school students have been successful. Work-based learning combines proficiency-based classroom instruction and workplace experience for secondary and postsecondary students. The second approach to strengthening the transition is Tech Prep, which fosters lifelong learning by combining academic and vocational courses. The new Perkins Act provides an education program leading to a 2-year associate degree or certificate, which offers links between secondary schools and postsecondary institutions. The third approach for using work as part of the learning experience is through the use of school-based enterprises (SBE). SBEs are school-sponsored activities that engage students in providing services or producing goods that improve young people's potential. Business partnerships play an active part of the reform of the educational system to develop young people's potential. Also necessary are the establishment of new relationships between secondary and postsecondary educators and between academic and vocational educators. (NLA)

ED 328 765 CE 056 972

Phelps, L. Allen; And Others
The UAW Joint Funds: Opportunities and Dilemmas for Postsecondary Vocational Education.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Educational Philosophy; Educational Practices; Education Work Relationship; Inplant Programs; *Labor Education; Labor Force Development; Program Implementation; *School Business Relationship; Two Year Colleges; *Unions
IDENTIFIERS- *Customized Training; *United Auto Workers

A study examined the impact that the United Auto Workers' (UAW) Joint Funds programs, established in the early 1980s, have had upon the policies and practices of selected community colleges in the Midwest. Each of the three UAW Joint Funds programs (Ford, General Motors, and Chrysler) offers a wide array of special programs to active and inactive workers. Study data were collected through interviews with college presidents and program representatives, site visits, and reviews of case studies. Information was received from eight community colleges in Illinois and Michigan that had worked closely with the Joint Funds for the past 3 years. The study found that the UAW Joint Funds programs have extended a new model for industrial relations that emphasizes concern for human resource development. The existence of the Joint Funds has enhanced the direct involvement of the community colleges in providing customized training programs and courses. The varied programs provided in the plants also directly reflect and support the broad mission of the community colleges. However, the colleges' broader view of educational planning operated in only a limited way in the programs. The short-term needs or timetables of the programs sometimes conflicted with the community colleges' ability to respond. Little research exists with which to evaluate the programs. Recommendations were made for improving the accountability of the programs. (KC)

ED 328 842 CG 023 148

Ellickson, Phyllis L.; Bell, Robert M.
Drug Prevention in Junior High: A Multi-Site Longitudinal Test.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.
PUB DATE- Mar 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Drug Abuse; Drug Education; Grade 7; Grade 8; Health Education; Junior High Schools; Junior High School Students; Marijuana; *Prevention; Smoking; *Social Influences
IDENTIFIERS- *Project Alert

Although concern about adolescent drug use has grown over the past two decades, strategies for controlling use have not kept pace. Project ALERT (Adolescent Learning Experiences in Resistance Training), a school-based program, specifically targets cigarettes, alcohol and marijuana, the so-called gateway drugs. It is based on the social influence model, which views the initiation of drug use as primarily a response to pressures from the environment. The study was conducted between 1984 and 1986 in 30 California and Oregon schools with students from diverse socioeconomic and demographic backgrounds. Project ALERT was effective in preventing and curbing use of marijuana among both high- and low-risk students, and was equally successful in schools with high and low minority enrollment. It also curbed use of cigarettes among students who had previously experimented with smoking. The program was less successful in curbing alcohol use, suggesting the model is more effective against substances disapproved by society. Project ALERT was also not effective for students who were confirmed smokers when the program began. The results also suggest that booster lessons are important for maintaining and strengthening program effects. (LLL)

ED 328 936 EA 020 869

DiFigio, Nicholas; And Others

Evaluating the Impact of a Staff Development Program: Analysis of Documentation in Personnel Records.

PUB DATE- Mar 89

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; Criteria; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; Personnel Evaluation; *Principals; *Staff Development; Teacher Administrator Relationship; *Teacher Effectiveness; *Teacher Evaluation

The purpose of this research was to evaluate the impact of a staff development program on the performance of principals in one of their most important tasks: the annual evaluation of teachers. The objective was to determine whether the effects of the staff development training could be seen in the quality of documentation provided by the principals in their annual review of teachers whom they found to be "unsatisfactory." The data source consisted of a random sample of personnel files of teachers who had been rated "unsatisfactory." Analyses of the results indicated that the quality of documentation improved over the years and that principals were doing more observations. Other findings reported that documentation was more detailed, improvement suggestions were richer, and instructional terminology was being used. Nearly all the records determined classroom organization to be the single most prominent weakness. Appended are 10 references, 4 figure graphs, and 5 data tables. (SI)

ED 329 000 EA 022 713

Asbestos School Hazard Abatement. Hearing on H.R. 3677, a Bill To Reauthorize the Asbestos School Hazard Abatement Act of 1984, before the Subcommittee on Transportation and Hazardous Materials of the Committee on Energy and Commerce, House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 19 Jun 90

NOTE- 202p.; Serial No. 101-190. Some small print will not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Asbestos; Educational Facilities Improvement; Elementary Secondary Education; Federal Aid; Federal Legislation; Financial Needs; Government Publications; *Hazardous Materials; Hearings

IDENTIFIERS- *Asbestos School Hazard Abatement Act 1984; Congress 101st

A House of Representatives subcommittee convened to consider legislation (H.R. 3677) to reauthorize the Asbestos School Hazard Abatement Act of 1984 (ASHAA) that provides financial assistance to needy school districts in the form of loans and grants for asbestos-related activities. The hearing record contains the text of H.R. 3677, testimony, and prepared statements. Almost one-third of the document consists of material submitted for the record by the General Services Administration: "Documentation Package for Asbestos Operations and Maintenance Programs in U.S. General Services Administration Facilities." The testimony of the following persons is also included: (1) August, James D., American Federation of State, County and Municipal Employees; (2) Billirakis, Michael, National Education Association; (3) Fisher, Linda J., Environmental Protection Agency; (4) Gee, J. Bernard L., professor of medicine, Yale University School of Medicine; (5) Herber, Katharine L., National School Boards Association; (6) Levin, Stephen M., medical director, Mount Sinai-Irving J. Selikoff Occupational Health Clinical Center; (7) Packer, Joel, National Education Association; (8) Veith, C. Gregory, manager, Council for American Private Education; and (9) West, Sarah, National Parent-Teacher Association. Also included is a statement by the Service Employees International Union, AFL-CIO, CLC. (MLF)

ED 329 015 EA 022 752

Target 2000 Dropout Prevention and Retrieval Projects: Program Descriptions.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Jan 91
NOTE- 29p.; Small print in matrix may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; *Intervention; *Pilot Projects; *State Legislation
IDENTIFIERS- *South Carolina

The Target 2000 legislation enacted by the South Carolina General Assembly in 1989 mandates halving the state's dropout rate by the year 2000. The statute requires that the State Board of Education, assisted by a select committee, devise and pilot-test dropout prevention programs during school years 1989-90, 1990-91, and 1991-92. In September 1989, the select committee and the State Board of Education approved administrative guidelines for a competitive grant program to implement this statute, and funding authorizations followed in 1990. This publication describes each project and provides names and telephone numbers of contact persons. Also included is a matrix showing the intervention and prevention strategies used by each project. Projects range from computer-assisted learning programs to school-within-school and parental involvement initiatives. Projects are grouped according to district, secondary, middle, or elementary school emphasis. (MLH)

ED 329 047 EC 300 039

Cornell, Dewey G.; And Others

What Happens to Students in Gifted Programs? The Learning Outcomes Study at the University of Virginia.

PUB DATE- Nov 90

NOTE- 14p.; Produced under the auspices of the National Research Center on the Gifted and Talented. Paper presented at the Annual Convention of the National Association for Gifted Children (40th, Little Rock, AR).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academically Gifted; *Delivery Systems; Disadvantaged Youth; Elementary Education; Minority Groups; *Outcomes of Education; *Program Effectiveness; Self Concept; Student Adjustment; *Student Attitudes; Student Educational Objectives; Student Motivation

This paper introduces the Learning Outcomes Study at the University of Virginia, an ongoing 2-year investigation of over 1,000 elementary school children who entered one of 16 different gifted programs (or no program) in the fall of 1990. The study will compare effects of four examples each of four types of program delivery arrangements: (1) within-classroom (or mainstream type); (2) pull-out programs; (3) separate classes or ability tracking; (4) and special schools. Special comparisons will be made of program effects on minority and disadvantaged students. Information will also be collected on each program's curriculum, teaching methods and goals, as well as the background and training of program teachers, and student identification criteria. Students will be assessed four times: at the time of entry into a formal gifted program, at the end of their first year in the program, and at the beginning and end of their second year. Multiple outcome measures will assess student achievement, attitudes, and adjustment. Additional questions possibly examined include the relationship between self-concept and intrinsic motivation; whether these two concepts have a differential impact on achievement; and the behavioral adjustment of high achieving students. (18 references) (DB)

ED 329 078 EC 300 074

Teaching Social Skills to Elementary School-Age Children: A Parent's Guide.

Learning Disabilities Project, McLean, VA.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Oct 89

NOTE- 66p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Behavior Change; Behavior Development; Change Strategies; *Child Rearing; Children; *Coping; Curriculum; Elementary Education; Emotional Adjustment; *Interpersonal Competence; *Learning Disabilities; Motivation; *Parent Child Relationship; Parent Education; Problem Solving; Social Behavior; Social Development; Stress Management

Intended for use by parents of learning-disabled children, this curriculum was developed in response to a needs assessment completed by parents. Presented in a workbook format, each chapter offers guidelines and specific activities to encourage parents to identify specific social skills problem areas and to plan change strategies. Chapter 1 discusses how surroundings affect a child's behavior and how the parent can make changes in the home and community environment to facilitate success. Chapter 2 suggests ways the parent can help the child understand and do what other people request of him. Chapter 3 deals with how children can learn to solve problems and covers teaching through modeling, using problem solving steps, and the importance of timing. Mechanisms for teaching the child to cope with frustration and conflict are presented in chapter 4. Finally, chapter 5 deals with motivating the child to use appropriate social behavior. Includes seven references. (DB)

ED 328 809 CG 023 115

Oversight Hearing on Drug Abuse Education Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, 101st Congress, 2nd Session (Vancouver, Washington, September 6, 1990).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 91
NOTE- 91p.; Serial No. 101-129.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; Hearings; Prevention; Students
IDENTIFIERS- Congress 101st; *Drug Abuse Resistance Education Program

The text of an oversight hearing on Drug Abuse Resistance Education (DARE) programs is presented in this document. Introductory statements by Representatives Jolene Unsoeld and Dale E. Kildee are presented. Testimony by these witnesses is included: (1) Roy Bondurant, student, and Roy "Skip" Bondurant, parent, Tenino, Washington; (2) Paul Dziedzic, Special Assistant to the Governor on Substance Abuse, Washington State; (3) Candy Eatmon, parent, and Celeste Eatmon, student, Vancouver, Washington; (4) Ron Johnson, Police Chief, Battleground, Washington; (5) Roger Kessel, Sergeant, Clark County Sheriff's Office, Washington; (6) Anthony A. Lukin, DARE program coordinator, Washington State Criminal Justice Training Commission, accompanied by Susan Krause, Police Officer, Washington State Criminal Justice Training Commission; (7) Walter Mitchell, Commander, Los Angeles (California) Police Department, representing DARE America; (8) Steve Nelson, Olympia Police Department, Washington; (9) Jim Partin, Colonel, Olympia Police Department, Washington; and (10) Jim Schart, Sheriff, Snohomish County, Washington. Prepared statements, letters, and supplemental materials from the witnesses are included. (ABL)

ED 328 875 CS 010 393

Hodges, Carol A.

The Practicability of Informal Assessment Tools for Holistic Decision-Making in a Primary School.

PUB DATE- Nov 90

NOTE- 18p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ability Grouping; *Educational Philosophy; Educational Research; *Evaluation Methods; *Informal Assessment; Kindergarten; Preschool Teachers; Primary Education; Standardized Tests; Student Evaluation; Whole Language Approach

IDENTIFIERS- Emergent Literacy

This study compared teacher-rated classroom ability groupings with total reading scores reported on standardized tests. Kindergarten teachers divided their students into three groups according to how well they had mastered a set of criteria which the teachers felt represented the successful reader and writer at the end of kindergarten. Results indicated a significant relationship among the groups and the total reading score obtained on the standardized test. In an effort to help those teachers who felt they needed to become better assessors in order to make daily instructional decisions, the school year was spent clarifying their instructional philosophy and creating a variety of informal assessment tools based on that philosophy. What resulted was a refinement of the conception of the successful reader and writer at the end of kindergarten that enabled teachers to structure their instruction and to begin to plan a series of observations. At the end of the 1989-1990 school year the kindergarten teachers again divided their students into three groups based on their refined conception of a successful reader and writer at the end of kindergarten. A comparison of these classroom ability groupings with the total reading test scores reported on the reading test showed that again there was a significant relationship. While the kindergarten teachers used their informal assessment to make daily instructional decisions and to report to parents, the same informal measures were not given a great deal of credibility by first grade teachers who did not share a similar instructional philosophy. (Two tables of data and two figures are included.) (MG)

ED 328 890 CS 010 419

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 3.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 29p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Diseases; *Fund Raising; Grade 3; *Hospitals; Parent Child Relationship; Parent Participation; *Physical Health; Primary Education; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for third graders by educators. The stories are about: various kinds of disabilities; accidents and accident prevention; childhood illnesses; children's reactions to hospital stays; dealing with personal differences; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes and are intended to help integrate arts, social studies, health, and creative arts. (MG)

ED 328 921 CS 506 930

Mont'Ros-Mendoza, Theresa; Hecht, Michael L.

Factors Facilitating the Disclosure of Sexual Abuse by Children and Adolescents.

PUB DATE- Nov 89
NOTE- 35p.; Paper presented at the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Child Abuse; *Children; Communication Research; Family Problems; Family Violence; Interpersonal Communication; Interpersonal Relationship; Interviews; Models; Parent Child Relationship; *Privacy; Risk; *Self Disclosure (Individuals); *Sexual Abuse; Victims of Crime; Violence

A study was conducted to apply and test a model of privacy regulation and disclosure of risky, private information such as sexual abuse. Eight sexually abused children and adolescents, each of whom had initiated disclosure, were interviewed about the disclosure process. A two-part interview was constructed based on the findings in the literature review which identified: (1) boundary conditions based on the person-environment fit; and (2) relational factors that either facilitate or inhibit disclosure. Findings related to boundary conditions suggest that the most conducive environment for disclosure is when the survivor is alone with a peer or trusted friend in a setting outside the home. Findings related to relational factors suggest that the rule in selecting a target person and in weighing risks is embodied within the expectations of friendship. Results indicated that the model was effective in framing an understanding of abuse victims' privacy decisions. However, the factors, while similar to those used by other children and adolescents, reflected different emphases. (One figure is included. Three notes and 70 references are attached.) (MG)

ED 328 952 EA 022 547

Reimers, Fernando M.

Education, Adjustment, and Democracy in Latin America. Development Discussion Paper No. 363.

Harvard Univ., Cambridge, MA. Inst. for International Development.
PUB DATE- Nov 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Access to Education; *Economic Change; Educational Development; *Educational Finance; Elementary Secondary Education; Enrollment Rate; Expenditure per Student; Financial Problems; Foreign Countries; Grade Repetition; Latin American History; Politics of Education; Resource Allocation; Teacher Salaries
IDENTIFIERS- *Costa Rica; Latin America; *Venezuela

This document examines changes in Latin American economies and educational systems during the 1980s and the responses of the Latin American democracies. Following a description of changes in Latin American public expenditures in the 1980s and subsequent adjustments in education expenditures, the dynamics of the adjustment in Costa Rica and Venezuela are detailed. Background information on education in Costa Rica and Venezuela is provided and inequalities in educational quality and access in those countries are identified. The document describes the countries' economic crises of the 1980s and the resulting changes in the amount and structure of educational expenditures and other distortions of the countries' financial adjustments. Several related effects are also described:(1) a decline in teacher salaries and the quality of school buildings; (2) changes in teacher-student ratios; (3) an increase in the percentage of students repeating grades; (4) increased or persistent educational inequality among different income groups; (5) changes in the numbers of institutions, teachers, and students by educational level; and (6) a decrease in instructional effectiveness. Last, the increased inefficiency of the educational decision-making powers in Latin America is described and suggestions to reverse the recent decline are proposed. Included are 20 tables and 4 figures. (CLA)

ED 328 984 EA 022 693

Ellis, Norman E.; Joslin, Anne W.
Gaining Control of the Pieces: Shared Governance through Collaboration.
PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Southern Regional Council on Educational Administration Conference (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Governance; Higher Education; Institutional Cooperation; Models; Shared Resources and Services

A framework to address issues in collaboration between public schools and higher education is developed in this report. The relationships among social conditions and motivations are discussed, specifically, how the four social conditions are related to the five motivational factors and the "liability of newness." Four collaborative models based on the "liability of newness" framework are described: time allocation, incidental collaboration, joint governance, and consortium center. A conclusion is that the nature of a cooperative relationship depends on specific goals. The concluding section relates the framework and motivations to the four collaborative models, discusses specifics of the models in relationship to the four factors of "liability of newness," and relates 10 principles for collaboration from the literature to motivational conditions. Four figures are included. (31 references) (LMI)

ED 328 666 CE 055 256

Chase, Nancy D.
Hospital Job Skills Enhancement Program: A Workplace Literacy Project. Curriculum Manual.
Georgia State Univ., Atlanta. Center for the Study of Adult Literacy.; Grady Memorial Hospital, Atlanta, GA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Mar 90
NOTE- 240p.; For the evaluation report, see CE 055 255.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Curriculum Development; *Education Work Relationship; Employer Employee Relationship; Food Service; *Functional Literacy; *Hospital Personnel; Housekeepers; Laundry Drycleaning Occupations; *Literacy Education; Task Analysis; Whole Language Approach
IDENTIFIERS- Georgia (Atlanta); *Workplace Literacy

This document describes a workplace literacy program designed to improve the literacy skills of entry-level workers in the housekeeping, food service, and laundry departments of Grady Memorial Hospital in Atlanta. An introduction describes the goals of the program and the employees served (low-literate adults who relied on word of mouth for most of their information in the workplace). Section 2 gives a rationale for using the whole language approach in workplace literacy programs. Section 3 describes the development of the program's curriculum, including a literacy analysis, determining job-specific literacy demands, determining instructional objectives, developing instructional activities and procedures, and assessing the programs. Section 4 describes instructional logistics, such as scheduling classes, recruiting students, and using tutors. Section 5 provides a model for developing hospital-based workplace literacy programs and includes a literacy task analysis and descriptions of instructional sessions. Assessment instruments and instructional materials are provided in the 112-page appendices. The document contains 16 references. (CML)

ED 328 695 CE 056 808

Systems of Continuing Education: Priority to District Health Personnel. Report of a WHO Expert Committee. Technical Report Series 803.
World Health Organization, Geneva (Switzerland).
PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- Action Research; *Adult Education; Adult Students; *Allied Health Occupations Education; Educational Finance; Family Health; Health Personnel; Higher Education; Instructional Systems; *Lifelong Learning; Operations Research; *Professional Continuing Education; Public Health

Continuing education systems can improve the performance of health workers in countries around the world and support the functioning of district health systems. Continuing education guides health personnel toward the principles and methods of primary health care and improves their work with the community and family to attain an adequate level of health. The components of the district health system continuing education are planning and management, community involvement, financing and resource allocation, and district human resources development. Factors affecting continuing education at district level are: (1) system organization; (2) political and financial commitment; (3) health systems and personnel; (4) educational needs and levels; (5) target groups; (6) involvement; (7) problem solving; (8) resource persons; (9) evaluation; and (10) performance assessment. Both the World Health Organization and its Member States should encourage operational and action research on continuing education and health services to be used in future health planning. (16 references) (NLA)

ED 328 780 CE 056 996

Bruckerhoff, Charles

Removing the Stigma of Disadvantage: A Report on the Education and Employability of 9 to 15 Year Old Youth "At Risk." Research Report No. 88-09.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- May 88

NOTE- 83p.; Tables contain small type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; Academic Failure; Basic Skills; *Compensatory Education; Compulsory Education; Economically Disadvantaged; Educationally Disadvantaged; Educational Policy; *Employment Potential; *Equal Education; *Family Characteristics; *High Risk Students; Intermediate Grades; Potential Dropouts; Remedial Programs; Secondary Education; Youth Problems

A study investigated aspects of the problem of at-risk youth aged 9-15 in the public schools. Focuses were compulsory attendance education; school programs; demographics; developmental characteristics; patterns of behavior leading to academic success or failure; academic achievement; and school/community efforts. Evidence showed that compulsory education varied by state. Existing policy and practice emphasized a standardized curriculum that focused on promotion of college attendance. Disadvantaged youth lived in circumstances that tended to promote family histories of poverty, illiteracy, and unemployment. Research data indicated that the overall quality of the family's life-style best explained why some children succeeded in school. The circumstances for families of low achieving children was "depressing." At-risk students had an even lower level of academic achievement in reading, writing, and mathematics than the generally low level among youth in the United States. The usual approach taken by public schools to handle at-risk students was to reinforce the standard curriculum. Specific recommendations were restructuring public schools; implementing a differentiated public school curriculum; improving competencies in basic skills; providing occupation and career orientation programs; establishing networks of educational and social welfare programs; broadening job opportunities for disadvantaged youth; and promoting interest in lifelong learning among disadvantaged youth. (88 references and a glossary) (YLB)

ED 328 825 CG 023 131

Gerler, Edwin, R., Jr.

The Challenge of Counseling in Middle Schools. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Academic Advising; *Adolescents; Career Exploration; *Counselor Role; Drug Abuse; Elementary Education; Emotional Adjustment; Family Relationship; *Middle Schools; Peer Influence; Personality Development; Program Development; *School Counselors; Self Actualization; Sexuality; Stress Management; *Youth Problems
IDENTIFIERS- ERIC Digests

This digest discusses the ways in which counselors in middle schools can help youngsters face the challenges of early adolescence and prepare them for life in high school. It focuses on: (1) understanding one's self; (2) family relationships; (3) peer pressure and drug abuse; (4) stressful lives; (5) sexual maturation; (6) academics; and (7) career exploration. (TE)

ED 328 968 EA 022 670

Veir, Carole A.

A Comparison of the Teacher Appraisal Systems in Georgia and Texas.

PUB DATE- 90

NOTE- 29p.; Some attachments will not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Performance Factors; *Personnel Evaluation; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

IDENTIFIERS- *Georgia Teacher Evaluation Program; *Texas Teacher Appraisal System

A comparison of teacher appraisal systems in Georgia and Texas demonstrates many similarities between the two programs. The Georgia Teacher Evaluation Program identifies effective teaching practices, areas where development can improve instructional effectiveness, and teachers who do not meet minimum standards. The Texas Teacher Appraisal System (TTAS) is intended to encourage professional growth for both teachers and administrators and improve classroom instruction. Five assumptions serve as the foundation for the TTAS, for example: teaching is viewed as an intentional act that has student growth as its goal, and no single model of teaching is mandated. Georgia's appraisal instrument contains 3 major teaching tasks with 10 related dimensions in the standard form followed by 11 subdimensions in the long form. The Texas appraisal instrument has 5 domains with 13 criteria and 65 indicators. Each system has extensive training sessions for trainers and evaluators as well as mandatory orientation programs for teachers. Both appraisal programs require classroom observation for data collection and scoring and include examples related to specific statements or indicators. Six attachments include the Georgia and Texas teacher observation instruments. (EJS)

ED 329 032 EC 300 024

Abery, Brian, Ed.; McConnell, Scott, Ed.
Early Intervention.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Developmental Disabilities; *Disabilities; *Early Intervention; *Family Involvement; Infants; Preschool Education; Program Effectiveness; Program Implementation; Social Integration; Student Motivation
IDENTIFIERS- Iowa; *Minnesota; North Dakota; South Dakota

This "feature issue" focuses on early intervention with handicapped children, with an emphasis on: Project EDGE (Expanding Developmental Growth through Education), an early intervention research project initiated in 1968; strategies for developing family-friendly early intervention services; and progress reports from various states and programs. Individual articles include the following titles and authors: "Project EDGE: Early Intervention Pioneers" (John E. Rynders); "20 Years Later--EDGE Graduate Profile" (Susan Johnson); "Essential Features for Early Intervention Programs in the 1990's" (Diane Bricker); "The Key to Effective Early Intervention Services: Family Involvement" (Maria Anderson); "Family-Centered Intervention: Issues and Opportunities" (Jean Ann Summers); "Early Intervention: One Family's Experiences" (Susan Johnson); "IFSPs (Individual Family Service Plans): Implications for Implementation" (Carla Peterson); "Early Intervention and Least Restrictive Environment" (Samuel L. Odom and Mary A. McEvoy); "Social Integration in Action" (Scott McConnell); and "Mastery Behaviors: Motivation for Young Children with Developmental Delays" (Susan Hupp). Also included are progress reports from Minnesota, Iowa, North Dakota, and South Dakota as well as brief descriptions of some Minnesota early intervention programs. (DB)

ED 328 681 CE 056 744

Lawton, Marcy F.
Apprenticeship: A Partnership. A Learning Activities Package Introducing Apprenticeship.
Fairfax County Schools, Va.; Virginia Merit Shop Education Foundation, Alexandria.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 32p.; For related documents, see CE 056 742-743.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Apprenticeships; *Building Trades; *Career Choice; Cooperative Programs; *Demonstration Programs; Education Work Relationship; *Employer Attitudes; Employment Potential; Employment Programs; English (Second Language); Females; Job Skills; Learning Activities; Minority Groups; On the Job Training; Postsecondary Education; *Work Attitudes; Workbooks
IDENTIFIERS- Fairfax County Schools VA; *Partnerships in Education

This learning activity package (LAP), developed as part of a cooperative project conducted by the Fairfax County, Virginia, Public Schools in conjunction with the Virginia Merit Shop Education Foundation, is intended to assist adults who are interested in enrolling in an apprenticeship program. (The apprenticeship program was developed to recruit women, members of minority groups, and English-as-a-Second-Language speakers into eight construction trade apprenticeships.) The LAP is intended to help potential apprentices understand their personal work interests and their attitudes toward work. It also provides them with information about the apprenticeship program and about what employers expect from apprentices and what apprentices can expect from employers. This workbook covers the following topics in five units: (1) understanding your work interests; (2) understanding your work attitudes; (3) understanding the program; (4) expectations--the employer/employee; and (5) enrolling in the Virginia Apprenticeship Program. Each unit contains objectives, information sheets and learning activities such as checklists and surveys. (KC)

ED 328 709 CE 056 860

Gloeckner, Gene W.; Atkinson, Jerry L.
Technical Education in Russia: Exchanging Educational Values.
PUB DATE- Dec 90
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Educational Methods; Educational Opportunities; *Educational Practices; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Postsecondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *USSR

Soviet children enter elementary school at age 6 or 7. After 4 years of elementary school with the same teacher, they enter secondary school, and after 4 years there, Soviet children earn what might be called a partial secondary certificate. They may then leave school at age 14 or 15. If a student chooses to attend a vocational school or higher-level technical school, the training lasts for 3 years with required on-the-job training. A student may also choose to continue in secondary school for 3 years and then study in a vocational school for 1 year of job-related vocational training or in an institute or university for 5 years. Teachers are prepared in pedagogical institutes. The United States can learn a great deal from the Russian educational system with regard to its emphasis on culture and its close working relationship with local industry. The Soviet system could learn from the United States' experience in demonstrating the practical use of science and mathematics and providing students with access to such tools as computers. (YLB)

ED 328 738 CE 056 921

Stough, Ken

Trades and Industry Teachers vs. National Teacher Examination and
Predictor Tests.

PUB DATE- Dec 90

NOTE- 9p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Higher Education; *Predictive Validity; *Scores; *Teacher Qualifications; Teacher Selection; Teaching Skills; *Test Reliability; Test Use; Trade and Industrial Education; *Trade and Industrial Teachers

IDENTIFIERS- *National Teacher Examinations

The National Teacher Examination (NTE) was given to a sample of 64 new trades and industrial (T&I) teachers attending 6-week workshops in Maryland during three summers. Each summer 18 to 25 teachers took the three tests in the Core Battery of the NTE, as well as a selection of other tests. The project sought to determine the pass-fail ratio of the new T&I teachers on each of the three tests in the Core Battery and to determine if the NTE scores could be predicted by using another standardized test that could be administered and scored in a short period of time. The study found that either the general ability test or the combination of vocabulary and comprehension tests would be useful instruments in counseling new T&I teacher recruits as to their likelihood of passing the NTE Core Battery. The study concluded that NTE scores can be predicted by other standardized tests for Maryland T&I teachers. Either the general ability test or the combination of the vocabulary and comprehensive tests produce respectable correlations with the three tests of the NTE Core Battery. According to the data collected during the three summers, approximately 40 percent of the T&I teacher recruits did not score high enough to pass the Core Battery. They had less difficulty with the General Knowledge test than with the other two tests. Data tables are provided. (KC)

ED 328 795   CE 057 020

Friedenberg, Joan E.; And Others

Recruit LEP Students for Vocational Programs. One of Four Performance-Based Modules To Prepare Vocational Educators To Serve LEP Students.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 88
NOTE- 64p.; For related modules, see CE 057 018-021.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; Cooperation; Learning Activities; Learning Modules; *Limited English Speaking; Media Adaptation; Multilingual Materials; *Publicity; Public Relations; School Community Relationship; Secondary Education; *Student Recruitment; Teacher Developed Materials; Vocational Education; *Vocational Education Teachers

This module is one in a series of four performance-based modules developed to prepare vocational educators to serve limited English proficient (LEP) students. It is designed to help new and experienced vocational recruiters target their recruiting efforts for LEP persons. The module is made up of a series of five learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. An introduction lists terminal and enabling objectives, resources, learning experiences, and optional reading. This module teaches: (1) how to develop a recruitment plan by identifying the language and cultural groups to be recruited and obtaining specific information about them; (2) how to develop bilingual promotional materials, use the mass media, and conduct bilingual open houses and visits into the community; and (3) how to involve others actively in recruiting LEP students for vocational programs. The final experience requires the teacher to demonstrate the skill in an actual vocational instructional situation where the teacher is an intern, student teacher, or inservice teacher. An assessment form for the final learning experience is included. (YLB)

ED 328 843 CG 023 149

Ellickson, Phyllis L.; Bell, Robert M.
Prospects for Preventing Drug Use among Young Adolescents.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.
PUB DATE- Mar 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Drug Abuse; Drug Education; Grade 7; Grade 8; Health Education; Junior High Schools; Junior High School Students; Marijuana; *Prevention; Program Design; *Program Development; Program Effectiveness; Smoking; Social Influences
IDENTIFIERS- *Project ALERT

This report describes an experimental program developed by the RAND Corporation to prevent or reduce the use of alcohol, cigarettes and marijuana by adolescents. Section 1 introduces Project ALERT and presents major findings and conclusions from a study which assessed the program's effects at several points over a period of 15 months in 30 California and Oregon schools. Section 2 discusses issues in preventing adolescent drug use. Rationale is presented for the focus on alcohol, cigarettes and marijuana. Prevention is discussed as a strategy for combatting adolescent use of drugs with guidelines for developing and introducing programs. The social influence model is introduced, discussed, and compared with both the information and affective models of prevention. Section 3 describes the curriculum, experimental design and evaluation of Project ALERT. Information about obtaining accurate reports of substance use, and how the program works for different risk groups is included. Section 4 describes the levels of drug use in the sample and presents the results of the study. This section specifically looks at where Project ALERT was effective and where it was less effective. Section 5 presents conclusions and their implications for future drug prevention programs. Appendices provide detailed descriptions of Project ALERT sessions, baseline survey items and detailed program results by substance. (98 references) (LLL)

ED 328 860 CG 023 168

Fraenkel, William A.

The Creative Use of Psychotherapy with Terminally Ill with AIDS.

PUB DATE- 12 Aug 90
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). For a related document, see CG 023 167.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Client Characteristics (Human Services); Clinical Psychology; *Counseling Techniques; Death; Grief; *Hospices (Terminal Care); *Intervention; Interviews; *Personal Narratives; Psychotherapy

One clinical psychologist worked with terminally ill, end-stage Acquired Immune Deficiency Syndrome (AIDS) patients in a hospice type setting for an 18-month time period. Interventions included individual psychotherapy, mental status assessments, staff group sessions, and supportive services for families and significant others. During that time, 285 patients were seen, of whom 175 have since died. The suffering of AIDS patients can be compared to that of prisoners in Nazi concentration camps during World War II, and the need for the therapist to deal with such widespread suffering can be compared to dealing with combat during that war. In beginning to work with AIDS patients, the psychologist had to deal with his own homophobia and prejudices, to be himself at all times and not appear too intimidating or threatening to new patients. In order to structure therapy sessions around the needs and wants of the clients, any traditional psychological approaches and techniques had to be abandoned in favor of an effort to catch the patients at those precise times when they were willing to be seen. In spite of what the therapist learned about working with AIDS patients through experience, there remain many unanswered questions and much unfinished work. (NB)

ED 328 906 CS 010 436

Keeping Up on Student Achievement...Volume 1 Fall, 1988.
Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Inservice Teacher Education; *Preservice Teacher Education; *Reading Instruction; School Community Relationship; Student Improvement; Teaching Methods; *Thinking Skills; *Writing Instruction
IDENTIFIERS- Southwest Educational Development Laboratory

The information in this update has been selected and presented because it appears relevant and useful to teacher trainers who are working with teachers to ensure that all students learn, as well as achieve, throughout their school experience. The sections of the update parallel the five major strands of the scope of work for the Theme E project. The update points out that while other factors can facilitate increasing the achievement of students, five of the key factors are reading, writing, thinking skills, partnerships (such as with parents, businesses), and technology (such as computers, video discs, satellite instruction). The update highlights information about reading instruction and what teachers should keep in mind as they prepare to use reading as a tool for improving student achievement. Additional information is provided, in a briefer form, regarding the other four strands for use in helping teachers maximize student achievement. (RS)

ED 328 937 EA 020 873

How School Boards Give Recognition to Staff.
Canadian Education Association, Toronto (Ontario).

PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Awards; *Boards of Education; Elementary Secondary Education; Foreign Countries; Human Relations; Labor Relations; *Personnel Needs; *Personnel Policy; Professional Development; *Professional Recognition
IDENTIFIERS- *Canada; *Staff Recognition

This report focuses on measures that can be taken by school boards to give recognition to their staff and improve the quality of their employees' working life. The report is based on the findings of a survey done by the Canadian Education Association, to which 103 out of 224 school boards responded. The first section describes ways of recognizing staff: recognition for long service, letters and cards of commendation, media publicity, school system publications, awards and gifts, certificates, recognition events, professional development, and educational or personal leave. The second section details recognition for long service. The third section looks at how school boards foster a climate tht enhances human relations among school board staff according to survey responses. The fourth section briefly describes alternative measures under consideration. Appended are (1) a list of school boards participating in the survey; (2) samples of recognition awards; (3) sample policies, guidelines, and procedures; and (4) sample goals for estabishing personnel policies and regulations. (SI)

ED 329 016 EA 022 758

Duttweiler, Patricia Cloud
New Insights from Research on Effective Schools. Insights on Educational Policy and Practice Number 4.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Administrator Effectiveness; Change Strategies; *Educational Improvement; Educational Quality; Elementary Secondary Education; Excellence in Education; *Instructional Effectiveness; Instructional Improvement; *School Effectiveness; *Teacher Effectiveness; Teacher Improvement

A number of states and school districts have taken the five factors of the 'Effective Schools Formula'' (strong leadership, high expectations of students, emphasis on basic skills, orderly environment, and frequent student evaluations) and applied them in school improvement programs. Some researchers and practitioners have reservations about widespread acceptance of such an overall prescription. An analysis of successful schools found that their incorporated practices fell into nine broad categories such as academically rich programs and parent participation. Effective teachers are semi-autonomous professionals who are knowledgeable about content, teaching strategies, and communicating to students. Effective principals are flexible in their approach to leadership and create and maintain a suitable learning environment. Effective schools center around students; offer academically rich programs; provide instruction that promotes learning; have a positive school climate and extensive staff development; foster collegial interaction; practice shared leadership; and involve parents. Guidelines for creating effective schools include programs for excellence that focus on the individual school building. (7 references) (EJS)

ED 329 079   EC 300 075

Sigafoos, Jeff; Linz, Mary Hubbard

Behavior Management for Direct Care Staff Serving Persons with Developmental Disabilities. A Review of Inservice Training Materials.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

PUB DATE- Jul 89

NOTE- 45p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; *Attendants; Autism; *Behavior Change; Behavior Modification; Behavior Problems; *Developmental Disabilities; Elementary Secondary Education; Human Services; Material Development; Paraprofessional Personnel; Parent Education; *Staff Development; Values

The guide describes and evaluates 20 resource materials intended to help in training direct-care staff in behavior management issues involving persons with developmental disabilities. Each description provides the bibliographic reference for the material being evaluated, information on the target audience, a summary, a review, and an address and phone number for obtaining the material. The materials reviewed address such topics as: paraprofessional training; behavioral techniques; behavior management groups for parents; behavior management training; strategies for human service workers; the transition from special education to adult services; neighborhood living; non-aversive behavior modifications; problem behavior management; observing behavior; teaching individuals with autism; values-based skills training; and the valued outcomes system. (DB)

ED 328 724 CE 056 895

New Words Digest, Fall 1989-Summer 1990.
New Words Digest, Bakersfield, CA.
PUB DATE- 90
NOTE- 218p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Daily Living Skills; *High Interest Low Vocabulary Books; Literacy Education; Periodicals; *Reading Instruction; *Reading Materials; *Recreational Reading

This document consists of the four issues of the first annual volume of a quarterly magazine for new adult readers. It is aimed at adults reading at the fourth- to eighth-grade level. The magazine is designed to be self-motivating to the new reader or the learning disabled. Phonetic helps are provided for those words that do not conform to typical English spelling. Concepts are explained in context. Entertaining stories or stories of topical interest as well as recipes and puzzles are also included to build and reinforce vocabulary. In addition, the magazine provides information for everyday living. Regular columns include "Jobs Today," "Family Living," "Your Money," and "Dear Dr. Dean." Representative topics are diet and health, stress, worry, sports, finding information, family life, and goal setting. (KC)

ED 328 752 CE 056 952

Private Sector Involvement in Vocational Education. Report 7.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Business Responsibility; *Educational Cooperation; *Education Work Relationship; High Schools; *Institutional Cooperation; Job Training; Private Sector; Program Improvement; *School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois; *Partnerships in Education

A study in Illinois was designed to assess the extent of private sector involvement in secondary vocational education and what segments of the private sector were being involved. Information was gathered through a survey that was mailed to directors of secondary and state agency regional delivery systems and community college deans. Of the 61 regional delivery systems, 55 (90 percent) returned the questionnaire; of the 49 community college deans, 39 (80 percent) returned the questionnaire. Findings were reported separately for the two populations. Some of the conclusions of the study were the following: (1) private sector participation with vocational education can benefit both education and the private sector; (2) education for employment most frequently involves the private sector in activities such as providing opportunities for faculty to update their work skills, verifying occupational task lists, providing work sites for students, and advising programs through advisory councils; (3) the vocational education community sees the private sector as having the most difficulty in helping it to address the needs of target populations and in addressing statewide education and training needs; and (4) the education community does not communicate well with the private sector. The study recommended requiring increased involvement of the private sector at all levels of vocational education. (KC)

ED 328 766 CE 056 973

Outcomes Assessment in Postsecondary Occupational Programs: A Consortial Approach. Project Report.

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.

PUB DATE- Sep 90

NOTE- 33p.; Prepared in cooperation with the Mid-Hudson Region Consortium of SUNY Community College Academic officers.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accounting; Business Administration; *College Outcomes Assessment; *Community Colleges; Computer Science; *Consortia; Correctional Rehabilitation; Engineering Technology; Food Service; Hospitality Occupations; Human Services; Two Year Colleges

IDENTIFIERS- *New York

Outcome assessment has come to mean documentation, beyond grades and numbers of graduates, of higher education's results as proof of quality and evidence of improving undergraduate education. This document describes a consortium formed by the Two-Year College Development Center of the State University of New York, the Bureau of Postsecondary Grants Administration in the New York State Education Department, and seven community colleges in the Mid-Hudson Region of New York State to determine the feasibility of measuring outcome assessments in selected occupational and technical postsecondary programs. This (1990) program description shares selected results of the first year's efforts in using these outcome measures. This document is arranged by seven technical areas and presents selected items from the committee reports: (1) accounting; (2) business administration; (3) computer information services; (4) criminal justice; (5) engineering technologies; (6) foods and hospitality; and (7) human services. Each section contains some or all of the following: committee members, recommended outcomes assessment strategies, materials and plans, and sample assessment items. Some materials in these reports are in draft or pilot stages. (NLA)

ED 328 826 CG 023 132

Beekman, Nancy

Family Caregiving. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 31 Jan 91

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- Adult Children; Coping; Counselor Role; Depression (Psychology); Emotional Adjustment; *Family Caregivers; Females; *Frail Elderly; Helping Relationship; Homebound; *Long Term Care; *Older Adults; *Population Trends; Social Support Groups; Stress Management

IDENTIFIERS- ERIC Digests

This digest provides a demographic profile of family caregivers and discusses the emotional and physical burdens on family caregivers. It examines how caregivers cope with these burdens and highlights research findings on the most effective coping strategies. The digest concludes by summarizing the challenges to the helping profession in addressing the needs of family caregivers. (TE)

ED 328 891 CS 010 420

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 4.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 35p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Children; Diseases; *Fund Raising; Grade 4; *Hospitals; Intermediate Grades; Parent Child Relationship; Parent Participation; *Physical Health; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for fourth graders by educators. The stories are about: children's feelings about disease and treatment; accidents and accident proneness; children's reactions to the death by drowning of a classmate; a child's feelings about her Daddy's hunting; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes and are intended to integrate the language arts, social studies, health, and creative arts. (SR)

ED 328 953 EA 022 558

Riggs, Robert O.; Valesky, Thomas C.

The Application of Strategic Planning to the Development of Statewide Educational Programs.

PUB DATE- Aug 90

NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Long Range Planning; Policy Formation; State Departments of Education; *Statewide Planning

The degree to which state departments of education utilize appropriate strategic planning techniques in the development of statewide education is examined. A modified survey instrument, the "Strategic Planning Questionnaire," was mailed to state educational planning coordinators of 56 states and territories, eliciting 45 responses (an 80 percent response rate). Findings indicate that, in the aggregate, state-level educational policy makers adhere to many of the tenets of strategic planning, which include an articulated vision of the planning process, regular evaluation of individuals and departments, development of strategic plans for all levels within the department, assessment of the external environment, change, as called for when external environments require it, and implementation of plans. A recommendation is made for the development of an information support network among state-level K-12 planners. (LMI)

ED 329 001 EA 022 717

Nelson, Linda, Ed.; Williams, Judith, Ed.
Reflections on Leadership by Nevada School Administrators of Colour.
Far West Lab. for Educational Research and Development, San
Francisco, Calif.; Nevada Project LEAD Network, Reno.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Aug 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; *Administrator Role; Blacks;
Conflict Resolution; Educational Improvement; Elementary Secondary
Education; Hispanic Americans; Interprofessional Relationship;
*Leadership Responsibility; *Minority Group Influences;
*Organizational Climate; Persistence; *Personal Narratives; Power
Structure; Racial Relations; Role Models; *School Administration;
Teacher Administrator Relationship
IDENTIFIERS- *Nevada

The seven narratives in this document were drawn from the reflective writings of administrators of color involved in the Nevada Project LEAD. Six school principals and one district administrator describe experiences they have encountered in managing ethnically and racially diverse elementary and secondary schools in Nevada. The first and last sections shed light on experiences shaped by such realities of the workplace as a strong organized teacher association; ever-changing political dynamics among school boards, community groups, and school district personnel; a burgeoning student population; rich cultural and racial diversity; parent and community support that can reverse suddenly; and frustrating resource constraints and bureaucratic regulations. The middle section offers personal reflections on what it means to be an administrator of color in public schools and reveals how race and ethnicity shape the school leadership experience. Specific topics mentioned include a clash between teachers and union contracts, involuntary principal transfer, learning to value one's ethnicity, mentors, attempting to change entrenched systems, and the importance of perseverance in striving for change. (54 references) (CLA)

ED 329 048 EC 300 040

Mesler, Judith Lee
The Use of Precision Teaching with Learning Disabled Students.
PUB DATE- Dec 87
NOTE- 112p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; After School Education; Behavioral Objectives; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Language Arts; *Learning Disabilities; Mathematics Instruction; Precision Teaching; *Remedial Instruction; Skill Development; Student Improvement; *Teaching Methods

Learning-disabled students in an after-school program were provided with remedial instruction using precision teaching. The instructional program sought to increase performance of five students (grades 4-8) in specific academic skills by 50%. Skills included, among others, spelling, capitalization and punctuation, reading, and multiplication. The teacher pinpointed areas of weakness for each student, developed enabling activities to aid in skill acquisition, and administered and charted daily probes. It is concluded that students made progress in their regular classroom as a result of skills learned in this program. The teacher increased her knowledge of academic methods and materials and behavioral management techniques. Appendices include sample probes, logarithmic charts, performance standards, task sheets, description of instructional methods, an interest inventory, sample key cards with associative clues, contract, student profile charts, and pre-tests and post-tests. (23 references) (JDD)

Disabled Youth" (Dianne L. Berkell). (DB)

ED 329 064 EC 300 058

Rusch, Frank R.
Secondary Transition Intervention Effectiveness Institute: Second Annual Report.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 172p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Policy; *Education Work Relationship; Employer Attitudes; Employment Potential; *Evaluation Methods; Government Role; Higher Education; Intervention; Meta Analysis; Parent Attitudes; Postsecondary Education; Research Methodology; Secondary Education; Student Evaluation; Teaching Methods; Technical Assistance; Transitional Programs
IDENTIFIERS- *Transition Institute IL

The annual report presents 1987 activities of the Transition Institute at the University of Illinois which was contracted to assist in evaluating and extending the federal initiative relating to educational and employment difficulties experienced by young people with disabilities. Briefly reported are activities related to the contracted tasks of conducting a literature review (Linda Leach), conducting the annual meeting (Janus Chadsey-Rusch), and communicating with model projects (Merle Levy and Cindy Dobbs). The major portion of the document is given to a status report, summary of findings, and year 3 plans of the Institute's research efforts in the following areas: social ecology of the workplace (Janus Chadsey-Rusch); coworker mediated intervention strategies (Frank R. Rusch); instructional strategies for encouraging independence (James Halle); social support of transition programs (Richard P. Schutz); assessing and facilitating employers' positive acceptance of employees with handicaps (Adelle Renzaglia); the impact of federal policy on transition (Lizanne DeStefano); and the National Parent Study (Frank R. Rusch and Jeffrey McNair). Reports on evaluation research tasks cover: the model program data base (Jane Dowling); meta-analysis of transition education (Laird W. Heal); assessment of student characteristics/competencies (Robert Linn and Lizanne DeStefano); secondary education and transitional service outcomes (Delwyn Harnisch); and research on evaluation approaches (Robert Stake). Additional Institute tasks reported on include evaluation of technical assistance (Jane Dowling), experience for graduate students (Frank R. Rusch), and the performance measurement system (Rusch). (DB)

ED 328 810 CG 023 116

Brennan, Patricia A.; And Others
Patterns of Behavior in Family Conflict: A Systems View.
PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Conflict; Conflict Resolution; *Family Problems; *Family Relationship; *Interpersonal Communication; Parent Child Relationship
IDENTIFIERS- *Family Systems Theory

Observations of conflictual family interaction have revealed that several distinctive behavior patterns tend to occur during the course of a family dispute. Patterns such as negative reciprocity, positive reciprocity, and coercion have been described and utilized as predictors of marital satisfaction and parent-child relations. This study examined the relationship between verbal family interaction patterns and reported child behavior problems. Subjects were 70 nonclinic families who participated in 10-minute videotaped family discussions as part of an extensive study of marital conflict. These discussions were encoded according to verbal content and classified on the basis of two systems view approaches--one a holistic descriptive method and the other a moment-to-moment analysis of the interaction over time. Classification according to the holistic approach yielded several distinct patterns of positive and negative family interactions. These patterns included: couple positive reciprocity, family positive reciprocity, one person highly positive, couple negative reciprocity, family negative reciprocity, one person highly negative, child coercion, and parent coercion. The moment-to-moment time analysis also tested for the presence of coercion. Child coercion was then examined in relation to parent reports of behavior problems on the Achenbach Child Behavior Checklist. Child coercion patterns detected by either the holistic or the moment-to-moment method of research were found to be significantly related to externalizing behaviors and aggressive behavior problems in children. (ABL)

ED 328 876 CS 010 399

Wyatt, Monica; Pickle, J. Michael
The Philosophies, Goals, and Practices of College Reading Instructors: How Are They Implemented in the Classroom?
PUB DATE- 2 Nov 90
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *College Instruction; Higher Education; Instructional Materials; Interviews; *Reading Instruction; Reading Teachers; *Remedial Programs; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods

A study investigated the effect of the stated objectives of remedial reading programs on the objectives and teaching practices of classroom reading instructors. Interviews were conducted with nine reading teachers in two highly structured college reading programs. Each operated with a set curriculum, set materials, and prewritten tests, but the stated purposes of the two programs differed widely: one existed to prepare students to become independent college learners; the other existed solely to prepare students to pass a reading test required for graduation. Results revealed that the teachers embraced their own personal philosophies and taught according to them no matter what the circumstances or purposes. Teachers with traditional beliefs tended to teach with lectures and direct guidance, certain that there is a correct answer to questions and desiring that their students reach that answer. Teachers with iconoclastic beliefs used social settings and indirect guidance to provide opportunities their students might choose to pursue, and believed that what is correct for individual students in one circumstance may be incorrect in another. A set of three continua were developed with each pole of each continuum corresponding to traditional or iconoclastic views which appeared to encompass the views of the participants. A comparison of these continua as a whole reinforced the view that teachers will teach according to their own beliefs no matter how tightly controlled the program. (KEH)

ED 328 922 CS 507 059

Kelley, Colleen E.; Troester, Rod

Republican Campaign Rhetoric: Reflections of a Meaner, Tougher America.

PUB DATE- Nov 89

NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Communication Research; *Discourse Analysis; Elections; Mass Media Role; Media Research; *Persuasive Discourse; *Political Candidates; Political Socialization; *Presidential Campaigns (United States)

IDENTIFIERS- Bush (George); *Demagoguery; Dukakis (Michael); *Political Communication; Republican Party; Rhetorical Strategies

This essay examines some Republican communication behaviors which account in part for accusations that the use of negative strategies was unprecedented during the 1988 presidential campaign. It also explores some of the effects of those strategies on political communication behavior during the first year of the Bush Administration. It is suggested that a kind of systemic demagoguery may have produced campaign '88 and its legacy. Parts of that system include the process, the polls, the packagers, the press and the public. The paper concludes with some suggestions for modifying the campaign system to discourage demogogic communication. (Author)

ED 328 985 EA 022 694

Ellis, Norman E.; Joslin, Anne W.
Shared Governance and Responsibility: The Keys to Leadership, Commitment and Vision in School Reform.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Goal Orientation; Institutional Mission; *Leadership; *Leadership Qualities; Leadership Responsibility; Motivation; Organizational Objectives; Participative Decision Making

A framework to analyze leadership with a focus on the concepts of commitment and vision is developed in this paper. Four sections discuss current views of reform concepts, leadership, vision, and commitment. A conclusion is that widespread, lasting school reform requires shared leadership, a collective vision based on organizational introspection, and commitment based on applied, incremental staff participation. Linking social structure with individual motivation is crucial to effective leadership. (21 references) (LMI)

contains 16 references. (CML)

ED 328 667 CE 055 337

The Florida Adult Literacy Plan.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 26 Jan 88
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; Delivery Systems; Educational Planning; Illiteracy; *Literacy Education; Marketing; *Program Development; Program Implementation; Public Relations; *State Programs; *Statewide Planning; Student Motivation
IDENTIFIERS- *Florida

This document presents the Adult Literacy Plan for the state of Florida. Section 1 provides a rationale for the plan. Section 2 sets forth goals and objectives. The statutory intent is described in Section 3, which focuses on the Florida Model Literacy Program Act of 1987 (FMLPA). Section 4 presents a statement of the problem. It provides background information on population growth, the reported level of educational attainment, and economic development trends; describes special populations that should be of critical concern in efforts to address the literacy requirements; and outlines factors that complicate the planning and development of strategies for Florida residents who lack literacy skills. Section 5 provides guidance for state and local responsibilities. The 7 mandatory components required by the FMLPA are presented. Indicators of compliance for each are provided. An outline lists strategies for consideration. It is divided into two major parts: state planning and local planning. Each part has four primary sections: marketing, student motivation, delivery of literacy services, and accountability. Section 6 contains a sample outline and a timetable for a local literacy plan. Seven references are listed. Appendixes include 1980 census data; flowchart of literacy training services; excerpts from Project Independence; and relevant statutes. (YLB)

ED 328 682 CE 056 750

Supermarket Careers. A Partnership in Training. Final Report.
Bergen County Vocational-Technical High School, Hackensack, N.J.; Cornell Univ.,Ithaca, NY. Food Industry Training Div.; Wakefern Food Corp., Elizabeth, NJ. ShopRite Div.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 244p.; Product of the Cooperative Demonstration Program (High Technology). Appendixes D and E were not included in this ERIC document. Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Curriculum Development; *Food Stores; Institutional Cooperation; *Job Training; *Learning Disabilities; Postsecondary Education; *Program Development; *School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- Partnerships in Education

A partnership between the Bergen County Vocational-Technical Schools (New Jersey), the Wakefern Food Corporation/Shoprite, and Cornell University developed and implemented supermarket skills training programs. The programs were held in two vocational schools that educate mentally handicapped students, aged 14-21, during daytime hours and adult handicapped persons during evening hours. Program goals were to: (1) prepare learning disabled students for career alternatives in the supermarket industry; (2) place them in unsubsidized employment; and (3) heighten public and corporate awareness of the value of handicapped persons as reliable, stable employees. The project included the set-up of two classroom shops to simulate supermarket operations, development of curriculum, instruction, cooperative work experience for students, evaluation, and dissemination. Forty secondary students were trained in vocational classes that met 5 days per week for 2.5 hours each day. Three days per week in late afternoon, an additional 30 adult handicapped students took the program. External evaluation of the program showed that it had met its goals, and the program won many local and national awards. (Appendices--most of the document--include a baseline management plan; curriculum guide; external evaluation; and a brochure. The curriculum guide includes objectives, content outline, teaching suggestions, learning activities, and transparency masters. Topics covered are safety, communication, human relations, front end--general and cashier, produce, grocery, dairy, and frozen foods.) (KC)

ED 328 696 CE 056 820

Jelinek, James John; Eyre, Gary Allen
Adult Education--Learning Unlimited. Third Edition.
Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- Jun 90
NOTE- 115p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; Basic Skills; Dropouts; Educational Needs; Educational Responsibility; Education Work Relationship; Employment Potential; Functional Literacy; High School Equivalency Programs; *Illiteracy; Job Skills; Lifelong Learning; Poverty; *Role of Education; Skill Development; *Social Problems; Socioeconomic Influences; *State Programs; Statewide Planning; Student Recruitment; Teacher Recruitment; Testing Programs
IDENTIFIERS- *Arizona

This three-part annual report examines the challenges facing Arizona and the nation in the ''war on adult illiteracy'' and describes the state's responses to the multiple aspects of lifelong learning. Demographic data in Part I point out the basic elements of the challenges in adult education in Arizona. These challenges include cultural lag, the need to know about the status of skills nationwide and in the state and the consequences of their lack in the modern socio-economic world, problems of schooling in the United States, the realities of the problems as made clearer by new assessment procedures in adult education, and challenges to adult education to be responsive to social problems and concerns, such as family income and the dropout rate, socioeconomic implications of illiteracy, the relationship of literacy to welfare, high rates of failure to attain entry-level job skills, and health problems of undereducated individuals and their families. Part II is a brief portrayal of the role of the Arizona Department of Education in meeting these challenges. Data are provided on clientele in instructional and testing programs, adult education programs, courses offered, testing programs for adults, program goals, educational outcomes, student and teacher recruitment, and staff development. Part III makes recommendations based on these challenges and responses and suggests sources for further information. An appendix lists Project Directors and General Educational Development Approved Testing Centers. The document contains 43 tables and 47 figures. (YLB)

ED 328 710 CE 056 861

Gloeckner, Gene W.
Selected Colorado Technology Education Programs.
PUB DATE- Dec 90
NOTE- 33p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Communication Skills; Computer Centers; Computer Simulation; Design Requirements; Emerging Occupations; Environmental Education; Family Life Education; Health Education; Humanities; *Industrial Arts; Inservice Teacher Education; Junior High Schools; *Laboratories; Learning Modules; Logical Thinking; Mathematical Applications; Middle Schools; Science Materials; *Technological Advancement; *Technology; Transportation
IDENTIFIERS- *Colorado; *Technology Education

The transition from industrial arts to technology education is a priority in Colorado. Millions of dollars have been and will be spent to renovate industrial arts facilities and laboratories. Four Colorado middle schools have exemplary technology education programs. The Eagle Crest Technology Education Laboratory is used for both middle and high school courses. Through modular learning techniques, instructors focus on student outcomes as a necessary component of each module. Eagle Crest programs offer students analytical thinking skills, arts and humanities, citizenship skills, communication skills, environmental awareness, family living skills, health awareness, mathematical skills, science and technology, knowledge, and work skills. Delta County Schools have four model middle school technology education laboratories that provide a positive example to statewide administrators. This program provides students an opportunity to explore the world of technology and how it affects their lives. Boltz Junior High School has provided leadership on the transition to technology education. Erie Middle and Senior Schools have adopted the Lab 2000 philosophy, a process ensuring proper in-service teacher education. Wood shops are being replaced in all four programs with computer-intensive laboratories where students can experiment with the modern technological systems of communication, transportation, design, and manufacturing. Students apply the knowledge they gain to computer-simulated and real products they design, test, and produce. (Descriptions and diagrams of laboratory facilities are included for most programs.) (NLA)

ED 328 725 CE 056 896

Career Development Program Guide. A Guide to the Implementation Process for Career Development Programs.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 89
NOTE- 151p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavioral Objectives; *Career Development; *Career Education; Career Planning; *Competence; Elementary Secondary Education; Employment Potential; Job Skills; Needs Assessment; Program Development; Program Evaluation; Program Guides; *Program Implementation; Self Concept; Staff Development
IDENTIFIERS- Florida

This guide for implementing career development programs planned at the local level is adapted from the National Career Guidance and Counseling Guidelines published by the National Occupational Information Coordinating Committee. Introductory materials include a guide for assessing district readiness to begin planning for career development programs and an article, "Concepts of Implementing Career Guidance in Florida" (Robert Reardon), which outlines the development of career guidance and counseling and presents a model of career counseling delivery systems. Section 1, on student competencies, includes an overview and a detailed list of competencies with student performance indicators for elementary, sixth grade, seventh-eighth grade, and high school. Section 2 details the five steps of the local planning procedure needed to begin a program in career development. They are: (1) organize for implementation; (2) establish local standards; (3) improve the program; (4) implement the program; and (5) evaluate the program. Each part concludes with a checklist of tasks within that step. The appendix has two parts: (1) a set of 16 procedural charts; and (2) information and resource listings organized by category. Materials in the appendix are referenced in the implementation section and highlighted. The titles of the materials in the appendix are listed along with the page numbers. Procedural charts and guidelines are suitable for duplication. Also provided are lists of state department of education and state occupational information coordinating committees. (YLB)

ED 328 739 CE 056 922

Johanson, Richard K.

Responding to Diverse Needs of Changing Economies.

PUB DATE- 1 Dec 90

NOTE- 16p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Cincinnati, OH, December 1, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Strategies; Developed Nations; *Developing Nations; *Economic Development; *Educational Change; *Educational Improvement; *Nonformal Education; Nontraditional Education; Postsecondary Education; Relevance (Education); Secondary Education; *Vocational Education

IDENTIFIERS- *International Labour Office

Among the most important needs of changing economies is the need to respond to technological changes, economic restructuring, and labor market changes. Although formal vocational training schools do not usually respond well to changing economic circumstances, nonformal and proprietary or private institutions usually are highly responsive to the economy and labor market. Public vocational training should become more responsive to changes; five suggestions are given that could help the system respond. Some issues still to be resolved about the role of public vocational education include the following: How can the public sector promote training within enterprises? How can mass retraining be made effective? What role can training play in channeling women into nontraditional occupations? Should proprietary training be directed and controlled? What can existing training institutions offer to the informal sector in developing countries? and How should traditional apprenticeship be encouraged? The International Labour Office can play a role in helping vocational education systems to become more responsive through its some 140 projects throughout the world in subjects such as instructor training, development of modular training, and development of apprenticeship and by providing advice on retraining, management development, and entrepreneurship. (KC)

ED 328 781 CE 056 997

Winters, Karen C.; And Others

An Investigation of Education Options for Youth-at-Risk, Ages 9 to 15: Demographics, Legislation, and Model Programs. Research Report No. 88-10.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- May 88

NOTE- 120p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adolescents; Definitions; Dropout Prevention; *Dropouts; Educationally Disadvantaged; *Educational Needs; *Education Work Relationship; *Federal Legislation; *High Risk Students; Intermediate Grades; Models; *Policy Formation; Preadolescents; Program Implementation; Public Policy; School Role; Secondary Education

IDENTIFIERS- Proposed Legislation

This paper is one component of a collaborative research project being conducted by the National Commission for Employment Policy to explore the education, training, and employment issues that affect at-risk youth, aged 9-15 years old. The paper begins with a description of the dropout problem in the United States, noting that although the dropout rate has remained steady at about 25 percent for the past 3 decades, the dropout rate has become a problem recently because of the increase in high technology jobs and a need for people with more skills in the labor force. The paper focuses on dropouts first because of the relatively higher incidence of unemployment among high school dropouts as compared with high school graduates. Next comes a discussion of how to identify at-risk students still in school and how to develop programs that meet the needs of these special populations. The paper then outlines the educational legislation that pertains to the needs of the groups, with a particular interest in whether the legislation reaches youth at risk, aged 9-15. The Education Consolidation and Improvement Act is reviewed. Finally, the paper evaluates model programs to identify local efforts to meet the needs of these at-risk youth. Examples show what has been tried and what has been successful. The report concludes with recommendations for programs and legislation to benefit the at-risk group. The document includes 149 references and appendices detailing limitations of the survey of Chapter I coordinators and providing descriptions of model programs. (KC)

ED 328 861 CG 023 169

Marso, Joan L.

Addressing the Developmental Issues of Lesbian and Gay College Students.

PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Environment; College Students; *Counselors; Higher Education; *Homosexuality; *Individual Development; *Lesbianism; *Sexual Identity; Sexuality; Social Discrimination; *Student Development; Student Needs; Theories
IDENTIFIERS- *Homophobia

This paper addresses the developmental stages and issues faced by lesbian and gay college students between the ages of 18 and 25. Over and above the developmental stages faced by all students, lesbian and gay students frequently struggle with their sexual identity and development and the range of problems and emotions associated with coming to terms with their homosexuality. This area of student development is a concern for those working with college students since 10 percent of the population is gay, lesbian, or bisexual, and faculty and college staff will certainly find themselves advising, counseling and working with students who are struggling with these issues. Theories on the development of sexual identity are reviewed and examined as they apply to the field of education. Six developmental tasks faced by lesbian and gay students are listed and discussed: "coming out"; developing a positive self-concept; developing and maintaining primary relationships; dealing with homophobia and harassment; dealing with discrimination; and dealing with rejection. A review of the literature suggests two areas needing change: faculty and college staff working with gay and lesbian students need to learn about and develop an understanding of the lifestyles and struggles of these students, and efforts need to be made to assist non-gay students, faculty and staff in dealing with homophobia. Suggestions for educating students, staff and faculty about gay and lesbian issues and for reducing homophobia are included. (BHK)

Student Achievement. (RS)

ED 328 907 CS 010 441

Ice, Marie A.
Cross Cultural/Cross Linguistic and Native English Speakers' Generated Stories: A Study in Contrast.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Educational Research; Grade 1; Language Acquisition; Limited English Speaking; Longitudinal Studies; Primary Education; Story Grammar; *Story Telling
IDENTIFIERS- Native English Speaking

A study examined the process of change in story development (in contrast to documenting common structures) found in the stories generated by cross-cultural/cross-linguistic students. Subjects, 12 first-grade native English-speaking students in either of two separate school districts and 23 cross-cultural/cross-linguistic students representing the Filipino or Central American cultures enrolled in kindergarten through sixth grades in three separate school districts, were interviewed at the beginning of first grade, the end of first grade, the end of the second grade, and in the fifth or sixth grade. During these interviews, students were asked to tell two stories using different elicitation procedures (oral or finger puppet). Following story transcription, each story was analyzed for the story/language elements. Results indicated that: (1) the elicitation procedures affected students' uses of story sources, plots, and characters; (2) microstructures such as story conventions, clausal connectors, and T-units were stable regardless of elicitation procedure; and (3) the cross-cultural/cross-linguistic students used a wider range of tenses and a greater reliance on relative clauses than native English speakers. (Thirty-five references are attached.) (RS)

ED 328 938 EA 021 164

Avalos, Beatrice, Ed.

Teaching Children of the Poor: An Ethnographic Study in Latin America.

International Development Research Centre, Ottawa (Ontario).

PUB DATE- 86

NOTE- 179p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Aspiration; Disadvantaged; *Disadvantaged Environment; *Disadvantaged Schools; *Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; Ethnography; Foreign Countries; *Instructional Effectiveness; Self Concept; Student Attitudes; Teacher Attitudes; Teacher Role; Teachers; Teacher Student Relationship; Teaching Conditions; *Teaching Methods; *Teaching Styles

IDENTIFIERS- Bolivia; Chile; Colombia; *Latin America; Venezuela

This book is about teachers, teaching, and learners in poor environments in four Latin American countries: Bolivia, Chile, Colombia, and Venezuela. Using ethnographic research methods, the study observed rural and urban schools at different periods during the school year. What emerged from the investigation is a vivid picture of teaching styles, teacher-pupil interactions, and the effects of teacher atttitudes upon pupils' self-concept and attainment. For each country, a selection was made from materials gathered by the researchers that attempted to highlight different aspects of the teaching, learning, and socialization processes observed: the mode of classroom teaching in Columbia, the differences between types of schools in Venezuela, the way in which failure can be constructed for first year pupils in Chile, and how a teacher considered "different" is successful in the education of Bolivian children. (JAM)

ED 328 969 EA 022 674

Guides to Pollution Prevention: Research and Educational Institutions.

Environmental Protection Agency, Cincinnati, OH. Office of Research and Development.

PUB DATE- Jun 90

NOTE- 58p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Environmental Standards; Government Publications; Guidelines; *Hazardous Materials; High Schools; Laboratory Procedures; *Pollution; Postsecondary Education; *Prevention; Recycling; *Schools; Science Laboratories; *Waste Disposal; *Wastes; Worksheets

This guide provides an overview of waste generating processes and operations that occur in educational or research institutions and presents options for minimizing waste generation through source reduction and recycling. A broad spectrum of waste chemicals in laboratories, art studios, print shops, maintenance, and other operations can be generated from these institutions, and while the total waste quantities are small, the variety of wastes is considerable. Reducing the generation of these wastes at the source, or recycling the wastes on or off site, will benefit research and educational institutions by reducing disposal costs and lowering the liabilities associated with hazardous waste disposal. The worksheets and the list of waste minimization options were developed through assessments of three research and educational institutions in the Los Angeles, California, area: (1) a small, private liberal arts college; (2) a large university; and (3) a technical research institute. Appendices contain case studies of waste generation and waste minimization practices of the three institutions studied, and sources of useful technical and regulatory information. (MLF)

ED 329 017 EA 022 762

Pollard, Joyce S.
Educational Choice--Thinking It Through. Insights on Educational Policy and Practice Number 8.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Change Strategies; Educational Strategies; Educational Trends; Elementary Secondary Education; Futures (of Society); *School Choice; School Organization; *School Restructuring
IDENTIFIERS- Arkansas; Colorado; Louisiana; New Mexico; Oklahoma

Before charging blindly into the issues of implementing educational choice programs, states and local districts need to stop and think about direction for efforts to improve and restructure education. Recent research shows that the most successful choice systems are tailored to their community's needs. Among the plans that have been implemented are alternative schools, charter schools, and magnet schools. Variations in the impacts of these programs on students suggest that many factors affect how school choice systems "play out." When developing policies to implement choice systems, policymakers should consider elements of context (demographics) and organizational traits of the schools involved (school climate). In making decisions about systems of choice, questions to be raised include: What are the goals for education in one's state? and What are the costs related to systems of choice? Examples of legislation on choice in Arkansas, Colorado, Louisiana, New Mexico, and Oklahoma are included. (15 references) (EJS)

ED 329 033 EC 300 025

Schleien, Stuart, Ed.; Rynders, John, Ed.
Integrated Leisure and Recreation.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Accessibility (for Disabled); Adolescents; Children; *Community Programs; *Developmental Disabilities; Interpersonal Relationship; Leisure Education; *Normalization (Handicapped); Outdoor Education; Quality Control; Recreation; *Recreational Activities; *Social Integration; Young Adults

This ''feature issue'' focuses on integrated leisure and recreation for developmentally disabled persons and includes descriptions of innovative leisure/recreation programs which allow the realization of the concepts of normalization and least restrictive environment. Brief articles include the following titles and authors: ''Challenging the Stereotypes'' by John E. Rynders (social/leisure activities of 13 developmentally disabled preadolescents); ''Integrated Community Recreation: A Search for Quality'' by Kirsten M. Kuhnly (lists indicators of quality in integrated recreation programs); ''Accessible to All: The St. Paul Jewish Community Center'' by Linda Heyne; ''Empowering the Community: The Vision and Goal of Two Local ARCs'' by Mo Fahnestock and M. Tipton Ray; ''An Experience with an Extra 'Kick''' by Caye Nelson (horseback riding); ''An 'Electrifying Experience''' by Jenny Cameron (electronic games); ''Integration on the Banks of the Mississippi River'' by Cheryl L. Light and others (activities at a Minneapolis special school); ''Linking Lives'' by M. Tipton Ray and others (ways to facilitate interactions with care providers and friends); ''Wilderness Inquiry: Integration through Adventure'' by Greg Lais; ''Bringing People Together in Outdoor Education'' by Leo H. McAvoy and others; ''Special Olympics Campaign Expands 'World of Winners''' by Sheila Dinn and others; ''Tony and Aaron: A Mother's Hopes for Her Sons'' by Mary Ulrich; ''Parents as Advocates'' by Susan Hamre- Nietupski and others; ''Meeting Your Child's Individual Needs in an Integrated Recreation Program'' by Stuart J. Schleien and others. Eight suggested readings are listed as well as manufacturers of modified recreation equipment. (DB)

ED 328 767 CE 056 975

Hollenbeck, Kevin; Bennici, Frank

A Follow-up Study of the Delivery of Title III Services to Dislocated Workers in Ohio.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus.

PUB DATE- Feb 88

NOTE- 165p.; For related documents, see ED 325 635-637.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adult Education; Adult Programs; *Dislocated Workers; *Employment Patterns; *Employment Programs; *Employment Services; Followup Studies; Job Search Methods; Job Training; Participant Characteristics; Participant Satisfaction; Program Effectiveness; State Programs; Unemployment; Vocational Followup

IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

A study collected data about Title III of the Job Training Partnership Act (JTPA) services to clients and factors that affected the outcomes from these services. A random sample of 1,347 individuals who had received services was surveyed via telephone. These individuals were dislocated workers who had terminated from a subgrantee's program during Program Year 1985. Site visits to 56 subgrantee organizations were undertaken. Findings showed that Ohio dislocated workers suffered considerable labor market distress even after training. About two of three dislocated workers were male; Blacks were disproportionately represented; median age was 39; and about two of three held jobs in the manufacturing sector prior to dislocation. Across subgrantee types, private business programs served an older clientele, and labor organizations served a younger group. Job search assistance was the most common service provided. Clients were highly satisfied with programs and services. Client satisfaction was similar across subgrantee types. About five of six workers obtained a job after Title III program termination. The wage rates of jobs held after program termination were generally quite low relative to prior wages. Among subgrantee types, labor organizations had the best outcomes. Recommendations to JTP-Ohio were made. (Survey instruments are appended. The document includes 28 tables and 9 references.) (YLB)

ED 328 796 CE 057 021

Friedenberg, Joan E.; And Others

Preparing Vocational Educators To Serve LEP Students: An Inservice Package. One of Four Performance-Based Modules To Prepare Vocational Educators To Serve LEP Students.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 88

NOTE- 62p.; For related modules, see CE 057 018-020.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Aptitude Tests; Behavioral Objectives; *Competency Based Teacher Education; *Curriculum Development; Educational Cooperation; Inservice Teacher Education; Interest Inventories; Language Proficiency; Language Tests; Learning Activities; Learning Modules; *Limited English Speaking; Media Adaptation; Multilingual Materials; School Community Relationship; Secondary Education; *Student Evaluation; Student Recruitment; Teacher Developed Materials; *Teacher Workshops; Vocational Education; *Vocational Education Teachers; Vocational Evaluation; Vocational Interests

The purpose of this inservice package is to meet the immediate, short-range need for training vocational educators to serve limited English proficient (LEP) students effectively. It is designed to be presented by professionals who provide inservice training as a 2-day workshop or as several shorter workshops. Introductory materials include responsibilities of the facilitator and a list of materials. The content of the workshop is divided into an introduction, five units, and closing. Components of each unit include total time; objective; list of handouts; list of other materials needed; list of resources; and activities. Units cover these topics: orientation to vocational education for LEP students; materials and resources; collaboration; assessment; and learning activities. All handouts are collected in one section. A list of 21 selected resources is appended. (YLB)

ED 328 827 CG 023 133

Walz, Garry R.
Counseling To Enhance Self-Esteem. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Adoption (Ideas); *Counseling Techniques; Counselor Role; Personality Development; *Self Actualization; Self Concept; Self Concept Measures; Self Efficacy; *Self Esteem; Self Evaluation (Individuals); Youth Problems
IDENTIFIERS- ERIC Digests

This digest reviews current literature on self-esteem, addressing its defining characteristics, discussing its importance, citing significant research findings on the development and benefits of self-esteem, and providing suggestions for counselors who seek to enhance their clients' self-esteem. Five references are included. (TE)

ED 328 844 CG 023 150

Schneider, Rob; Colan, Neil
EAP Referrals: From Supervisor Training to Client Assessment.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Assistance Programs; Employees; Employment Opportunities; *Motivation; *Psychologists; Research Opportunities; *Supervisory Training
IDENTIFIERS- Motivational Interview Strategies

For several decades Employee Assistance Programs (EAPs) have been a resource in the workplace to handle troubled employees. The areas of supervisor training and employee motivation provide opportunities for involvement of psychologists in the EAP field. Surveys conducted with EAP directors revealed that many programs are planning to do supervisor training, and believe that it is effective in achieving a variety of goals. The technique of constructive confrontation has been used extensively in the workplace to motivate troubled employees to go to EAPs. A recent study by Boston University's Center on Work and Family found that over one-half of the EAPs surveyed were using confrontational approaches with their clients. In contrast to this approach, a technique called Motivational Interviewing, which views motivation as something one does rather than as something one has, and other similar approaches have had positive results. Psychologists are already in the forefront of this research effort, and future research can take advantage of the availability of the workplace setting. (LLL)

ED 328 892 CS 010 421

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 5.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 36p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Children; Diseases; *Fund Raising; Grade 5; *Hospitals; Intermediate Grades; Parent Child Relationship; Parent Participation; *Physical Health; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for fifth graders by educators. The stories are about: chronic and life-threatening diseases and children's feelings about them; accidents with guns and accident prevention; a visit to an emergency room; children's reactions to drug use/alcoholism in the family; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes and are intended to help integrate the language arts, social studies, health, and creative arts. (SR)

ED 328 954 EA 022 625

Conley, David T.
Restructuring Schools: Educators Adapt to a Changing World. Trends & Issues Series, Number 6. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Change Strategies; Curriculum; Economic Change; *Educational Change; Educational Environment; Educational Improvement; Educational Trends; Elementary Secondary Education; Instructional Improvement; School Community Relationship; Social Influences; Student Evaluation; Teacher Role; Time Management

After describing the economic, social, and technological forces that aggravate the discrepancy between the emerging social structure of society and the organization of schools and necessitate educational restructuring, this document discusses renewal, reform, and restructuring as three levels of efforts toward change in schools. Brief representative definitions of restructuring are offered, and a continuum of support for fundamental change in education is examined, with educational reformers being the most supportive and parents showing the least support. Following several categorization schemes for restructuring efforts, restructuring activities are grouped into three broad categories and explored as follows: (1) the three Central Variables, which focus directly on student learning--curriculum, instruction, and assessment; (2) the four Enabling Variables--time, technology, learning environment, and school community relations; and (3) the four Supporting Variables--governance, working relationships, personnel, and teacher leadership. Last, descriptions are given for three possible scenarios for the future of public education: continued mediocrity; incremental change and improvement; or restructuring. Sources of further information are appended. (128 references) (CLA)

ED 328 986 EA 022 695

Joslin, Anne W.; Ellis, Norman E.

Merging Leadership Theories and the World of Practice: Shared Responsibility for a Successful Internship.

PUB DATE- 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Research/Technical (143)

DESCRIPTORS- Clinical Experience; Elementary Secondary Education; Higher Education; *Internship Programs; Leadership; Leadership Responsibility; *Leadership Styles; Professional Education; Theory Practice Relationship

An educational administrator program designed to diversify responsibility, integrate the theory-practice relationship, and develop leadership is described in this report. The first section discusses three theoretical perspectives, which are characterized by shared leadership, a collective purpose, conflict, and the constituency of the whole. The second section describes the design and implementation of the internship model, which utilizes on-campus seminars and individual intern plans. Data from interviews with mentors and interns and from students' course evaluations indicate that the internship program was successful in linking theory to practice, especially in consideration of others' needs, conflict resolution, and acting as constituents of the whole. Appendices include a discussion of managerial leadership in the context of a competing values framework, a description of leadership roles, and an administration and supervision matrix. (11 references) (LMI)

ED 329 049 EC 300 042

Evelo, Sheryl

Learning Disabilities Transition Project: A Case Study.

Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Case Studies; Decision Making; Demonstration Programs; Education Work Relationship; Goal Orientation; High Schools; Knowledge Level; *Learning Disabilities; Longitudinal Studies; Multiple Disabilities; Postsecondary Education; Questionnaires; *Self Evaluation (Individuals); *Student Educational Objectives; *Transitional Programs
IDENTIFIERS- *LD Transition Project

This paper uses an individual case study approach to describe effects of the Learning Disabilities Transition Project, a 3-year federally funded research demonstration project which facilitated the transition of students with learning disabilities from high school to postsecondary institutions or to employment opportunities. Project goals included first, helping students (N=55) develop an understanding of what transition is through their research of options, development of self-understanding, and setting of personal goals; and, second, demonstrating an effective model for implementing transition services. Such services included: initial and ongoing assessment; transition case management; development of an individual transition plan; direct instruction; collaborative planning with relevant professional personnel; visits to postsecondary sites; and monitoring students during the first year in the postsecondary school or work setting. The case study is of the last 2 years of high school and the first year of a community college of a young girl with learning disabilities and osteogenous imperfecta. For each year information is provided on Julie's assessment results, her transition plan objectives, and the role of the counselor. The high degree of satisfaction expressed by Julie and the other students in the project is noted. Attached are: a list of 11 materials generated by the project; 7 references; and a 5-part questionnaire covering learning style, postsecondary options, self-advocacy, transfer of study skills, and interpersonal skills. (DB)

ED 329 080 EC 300 076

Effective Self Advocacy: Empowering People with Disabilities To Speak for Themselves. Report #90-4.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

PUB DATE- Oct 90

NOTE- 20p.; Workshop discussion held at the Annual Conference of the American Association on Mental Retardation (114th, Atlanta, GA, May 30, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Adults; *Advocacy; Assertiveness; *Change Strategies; Community Action; *Developmental Disabilities; Group Discussion; Individual Development; Opinions; Organizations (Groups); Quality of Life; *Self Help Programs; Social Action; Social Change

IDENTIFIERS- *Empowerment; *Self Advocacy

This report provides a record of discussion during a workshop entitled "Assisting People with Developmental Disabilities To Speak Effectively for Themselves." Participants included developmentally disabled individuals, leaders from self-advocacy groups, paid staff, and volunteers. The discussion addressed three questions: (1) what works to help people speak for themselves to change their lives? (2) what works to help people speak out to change conditions for all people with disabilities? and (3) what will strengthen self advocacy? Among the topics covered by discussion participants were: person-to- person support; empowerment; support from local self-advocacy chapters; supporting the development of local chapters; becoming politically active; defining positions; involving community leaders; coalitions; influencing the media; participating in disability service organizations; local and state chapters; national efforts; and next steps. (DB)

ED 328 753 CE 056 953

Adequacy and Effectiveness of JTPA. Report 16.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 78p.; Some pages contain light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Programs; *Dislocated Workers; Economically Disadvantaged; *Employment Programs; Federal Government; Federal Programs; Government Role; *Job Training; Middle Aged Adults; Participant Characteristics; Program Effectiveness; Program Evaluation; Secondary Education; State Government; *State Programs; Statewide Planning; Success; Youth; *Youth Programs
IDENTIFIERS- *Illinois; *Job Training Partnership Act 1982

The Illinois Council on Vocational Education evaluated the adequacy and effectiveness of the Job Training Partnership Act (JTPA) in Illinois. Three categories of programs were offered: Title IIA Employment and Training Services to economically disadvantaged youth and adults and Older Individuals Programs; Title IIB Summer Youth programs; and Title III Dislocated Worker Programs. The operational structure included the federal and state governments, local service delivery areas, and dislocated worker centers. Programs were evaluated according to performance standards, performance indicators, enhancement indicators, and services provided. A survey regarding the adequacy and effectiveness of JTPA showed ratings ranging from 2.96 to 3.68 with 5 being the highest rating. Illinois used 94 percent of funds available for Title IIA and Title III programs and 90 percent of funds for Title IIB programs. Results of a review of participant characteristics and successes indicated that Illinois exceeded, met, or nearly met all established goals for populations to be served; exceeded substantially cumulative achievements related to performance standards and indicators; and tended not to meet enrollment goals of specific activities. Recommendations to improve adequacy and effectiveness were made. (7 references; 15 figures) (YLB)

Ross, Elinor P.

Family Literacy Project in the Upper Cumberland Region of Tennessee.

PUB DATE- 2 Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Language Acquisition; *Language Experience Approach; Primary Education; *Reading Instruction; Reading Research; Reading Skills; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Appalachia (South); *Family Literacy; *Sequencing Skills; Tennessee; Tennessee Technological University

This study hypothesized that an intervention program that would develop students' language facility in lower elementary school might increase the students' likelihood of retention. An outgrowth of a family literacy project which focused on raising the literacy level of an Appalachian community, the study used the Language Experience Approach which included pre-assessment and post-assessment of students' knowledge of sight words and awareness of story sequence. This approach features integration of the language arts by having children dictate sentences based on their experiences and then read the sentences back. The treatment was used with low reading groups in a rural community in Tennessee. Of the 24 children identified each year, one control group and two experimental groups with eight children in each were established. During the first phase, the grade levels were kindergarten and first grade, during the second phase they were grades 1 and 2. Lessons consisted of introductory experiences, discussions, chart writing from student dictation, chart reading, and follow-up activities. The children participated in two major projects each year: the science fair and bookmaking. Results showed no significant differences between control and experimental groups for either word recognition or knowledge of sequence at both kindergarten and first-grade levels. During the yearlong study, first grade tests results showed that the experimental groups performed significantly better than the control group on both word recognition and sequence tests. Second-grade test results indicated that the experimental groups performed significantly better than the control group on sequence tests but not on word recognition tests. Observation results found that children improved in their ability to dictate complete sentences and in their use of language. The children seemed to progress faster with sequencing than with word recognition. (Twenty-one references are attached.) (MG)

ED 328 923 CS 507 093

Larson, Mary Strom
Changes in Images of Adolescents on Television: Sibling Interaction on Family Sitcoms in the 50's and the 80's.
PUB DATE- 6 Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Speech Association (Detroit, MI, April 5-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Comparative Analysis; Content Analysis; Family Life; *Sibling Relationship; *Television; Television Research
IDENTIFIERS- *Communication Behavior; Family Communication; *Situation Comedies; Television History

A study examined the interactions of siblings in television families in three popular sitcoms of the 1950s--"Father Knows Best," "Leave it To Beaver," and "Ozzie and Harriet." Nine episodes of each sitcom were videotaped, and the behaviors were coded using a system developed to code sibling behavior in 1980s sitcoms. Comparison of sibling behavior in the 1950s and the 1980s indicated: (1) the frequency of positive behaviors between fifties siblings was significantly greater than the frequency of positive behaviors between eighties siblings; however, (2) fifties siblings were limited in the functions they performed for each other; and (3) fifties siblings appeared to interact less with their siblings than eighties siblings did. (Three tables of data are included; 23 references are included.) (RS)

ED 329 002 EA 022 722

Pollard, Joyce S.; And Others

Developing an Educational Indicators System for School Improvement in Arkansas; Proceedings of an Invitational Seminar.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 90

NOTE- 72p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Data Collection; *Educational Assessment; *Educational Improvement; Educational Quality; Effective Schools Research; Elementary Secondary Education; *Evaluation Methods; Excellence in Education

IDENTIFIERS- *Arkansas

During the 1989 Arkansas legislative session, an act was passed mandating the Arkansas Office of Accountability to publish annual reports on school performance. To help educators deal with issues related to systems of educational effectiveness indicators, a seminar for educational stakeholders to ask questions and offer comments about developing an indicator system was held. Advice, counsel, and exemplars offered by speakers are presented in five parts. Section 1 defines indicators as information collected to measure educational effectiveness. Indicators must not be too complex or simplistic and should be collected, reported, and compared over time. Qualities of educational indicators include statistical validity and understandability. Strengths and limitations of indicator systems are addressed. Section 2 describes how using indicators to support school improvement can lead to unintended circumstances such as narrowing curriculum. Effects of such consequences can be mitigated by avoiding practices such as drawing simplistic conclusions from data. Section 3 addresses issues of data collection. Examples of Connecticut, Louisiana, and South Carolina state indicator systems are included in section 4. The process for implementing an indicator system in Arkansas is described in section 5. The appendixes include Arkansas legislation and a participants' worksheet comparing state board of education goals and accountability seminar goals. (8 references) (EJS)

ED 329 065 EC 300 059

Lunden, Janet, Ed.
Program Guidelines for Individuals Who Are Deaf-Blind.
California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 102p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administration; Ancillary School Services; *Deaf Blind; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Handicap Identification; Intervention; Program Development; Rehabilitation; *Special Education; Special Education Teachers; *Student Evaluation; Teacher Role; *Teaching Methods
IDENTIFIERS- *California

The California State guidelines are presented for identifying, assessing, and providing services to deaf blind individuals. Chapter 1 focuses on identification with sections on definition, etiology, referral, and unique educational needs (e.g., vision, audition, behavior, daily living). Chapter 2 discusses student assessment. Sections cover: assessment purposes and personnel, formal and informal assessment, motor skills assessment, communication assessment, hearing assessment, vision assessment, psychological assessment, academic assessment, vocational skills assessment, and the assessment report. The provision of instruction and services is addressed in chapter 3. The discussion covers the special education teacher, the itinerant teacher, students/parents/guardians, special providers of designated instruction and services (e.g., orientation and mobility specialist), the school nurse, the career-vocational specialist, the psychologist, aides and interpreters, and ancillary staff in residential programs. The final chapter considers the organization and support of instruction and services. Topics examined include: regionalization, administrative roles and responsibilities, the least restrictive environment, the continuum of services, program options, caseloads and class sizes, facilities and materials, staff development, parent education, program evaluation, and network development. Nine appendixes include a self-review guide, a listing of resources for technical assistance, an inventory of assessment tools, a description of Usher's syndrome, a summary of California Deaf-Blind services, and 39 references. (DB)

ED 328 668　　CE 056 095

Construction Safety, Health and Education Improvement Act of 1989. Hearing before the Committee on Labor and Human Resources, United States Senate, One Hundred First Congress, First Session on S. 930 To Establish a Clear and Comprehensive Prohibition of Discrimination on the Basis of Disability.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 16 Nov 89

NOTE- 132p.; Document contains some small type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Accident Prevention; Adults; *Building Trades; Construction (Process); *Construction Industry; Construction Management; *Federal Legislation; Hearings; Injuries; *Occupational Safety and Health; Safety Education

IDENTIFIERS- Congress 101st; *Occupational Safety and Health Administration

This document reports the oral and written testimony of senators and representatives, administration officials, union officials, contractors' associations, engineers' associations, and construction and consulting companies concerning S. 930, a provision of the Construction Safety, Health and Education Improvement Act of 1989. This provision would mandate: (1) contractor safety and health programs; (2) an onsite project safety and health plan monitored by a construction safety specialist; (3) an improved system for Occupational Safety and Health Administration (OSHA) investigation of fatalities, serious injuries, and structural failures on construction projects; (4) establishment of a rational and coherent inspection targeting system by OSHA; (5) development of a cadre of compliance officers with expertise in recognizing and correcting construction dangers; and (6) establishment of a new office of construction safety, health, and education. Congressional witnesses and administration officials pointed out weaknesses in OSHA staffing and administration, and union officials highly supported the bill to increase safety in the construction industry. Contractors' representatives generally supported more education for the construction industry and OSHA staff but did not want more regulations and offices such as suggested by the proposed legislation. (KC)

ED 328 697 CE 056 829

Northwestern Pennsylvania Cooperative Demonstration Project (High Technology). Process Manual.

Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 150p.; For the final project report, see CE 056 830.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Adult Vocational Education; Computer Assisted Manufacturing; Demonstration Programs; Education Work Relationship; Electricity; Electronics; Fluid Mechanics; Industry; Inplant Programs; *Manufacturing Industry; Numerical Control; Postsecondary Education; *Program Development; Program Implementation; *Retraining; *School Business Relationship; Skill Development; *Technological Advancement; Word Processing

IDENTIFIERS- Partnerships in Education; Pennsylvania (Northwest)

This process manual explains the procedures followed by a project that provided training for employees of manufacturing industries. It also focuses on the project's attainment of two other objectives: (1) helping industry in the target area become more competitive with foreign rivals; and (2) building a network between industry and education. A project summary discusses the need to provide training or skill upgrading in high technology areas of study, such as word processing, fluid power, computer-controlled machine tools, and computer-aided drafting and design. The manual describes the following activities: establishment of an advisory committee; management plan development; market survey to determine training needs; design of advertising media; establishment of training programs and facilities; development of linkages with industry; adult student registration; design of program agendas; development of outreach systems and information networks; and writing of the project final report. Project materials are provided, including the market survey, memorandum of agreement between school providing training and the project operator, sample training programs and curriculum outlines, registration forms, Lotus recordkeeping system, project correspondence, and the PC Write Word Processing Guide and Electronic Mail User's Guide. (YLB)

ED 328 740 CE 056 924

Crabtree, Myrna P.; Baum, Rosemere

Selected Teaching/Learning Practices in Home Economics Curriculum Viewed as Successful in Addressing Social/Family Concerns.

PUB DATE- Dec 90

NOTE- 15p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Family Environment; *Family Life; *Family Problems; Family Relationship; *Home Economics; Rural Environment; *Rural Urban Differences; Secondary Education; Social Problems; Suburban Environment; *Teaching Methods

IDENTIFIERS- Florida

A study was conducted to achieve two objectives: (1) identify priority problems/concerns of Florida families as perceived by home economics supervisors and teachers; and (2) determine prevention and intervention strategies viewed as successful in addressing the identified social/family concerns. Thirty-two problems/concerns were identified and categorized as follows: economic support and welfare; family formation; family functioning and stress; and physical and mental health. A sample of 51 rural, suburban, and urban home economics teachers and supervisors ranked the frequency of the problems/concerns in their communities. Student performance standards were evaluated to determine which courses addressed, to some degree, the 10 most prevalent problems. Ten prevention/intervention strategies were identified that have had positive impacts on the identified problems. Fifty Florida home economics teachers of each of 11 home economics courses were surveyed; 319 of the 550 responded. The study found more similarities than differences in the rankings of problems for urban, suburban, and rural communities. Among the differences was that child care ranked first in the urban communities, fourth in the suburban communities, and ninth in the rural communities. Recommendations were made to encourage home economics teachers to plan inservice activities on the priority needs of families. The survey instrument is attached. (KC)

ED 328 811 CG 023 117

Norris, Verna P.

Developing Positive Attitudes toward School in a Middle School Dropout Prevention Program Using Interdisciplinary Units.

PUB DATE- 90

NOTE- 67p.; Ed.D. practicum report, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Adolescents; *Attitude Change; Black Students; *Dropout Programs; *High Risk Students; *Interdisciplinary Approach; Junior High Schools; Middle Schools; Potential Dropouts; Preadolescents; Program Effectiveness; *Student Attitudes

IDENTIFIERS- *Middle School Students

This practicum was designed by a curriculum development administrator to develop positive attitudes in at-risk 7th-9th grade students in a drop prevention school in Florida. The school was located in a small town in an agricultural county whose population was predominantly black and of low socioeconomic status. The number of students varied from 52 to 48. One aim was to give students an opportunity to discover the relationship of education to their future success. Another aim was to develop decision making and critical thinking skills in these students. The last aim was to expose students to numerous career opportunities. Four interdisciplinary units which centered around the importance of education, decision making skills, critical thinking skills and career awareness were developed. The project administrator obtained material; arranged initial and culminating experiences for each unit; evaluated each unit; led a teacher workshop; and supervised and maintained the project. The results of the practicum were positive. An analysis of the results indicated that students had more positive attitudes when there were hands-on opportunities. Students were allowed to work in small groups in order to have collaborative learning experiences. Teachers understood the requirements of other teachers and spaced their assignments. Following a calendar demanded preplanning, but it also gave focus for the entire time of the unit. Teachers enjoyed working together as a team and began, in addition, to plan small units of their own. The appendixes include survey and evaluation forms. (25 references) (ABL)

ED 328 862 CG 023 170

Lloyd, David W.

Mental Health Professionals as Expert Witnesses in Child Sexual Abuse Cases: A Legal Perspective on the Controversies.

PUB DATE- 11 Aug 90
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Advocacy; *Children; Child Welfare; Court Litigation; Laws; Lawyers; *Mental Health Workers; Psychology; *Sexual Abuse; *Victims of Crime
IDENTIFIERS- *Expert Witness

For the past several years, mental health professionals have been asked to testify as expert witnesses in court cases involving child sexual abuse. There is much controversy within the mental health profession and law about the propriety of such expert testimony. The controversy consists of three main issues. The first issue, the conflict between law and psychology in general, relates to the legal system's narrow definition of relevancy with respect to evidence and the use of the adversarial system to introduce or counteract evidence. The second issue considers whether an expert opinion from a psychologist or other mental health professional is helpful in the determination of factual issues in the adjudicative phase of the legal proceedings. The answer to this question depends on the particular factual issue to be determined and the stage in the trial during which the opinion is given. The final issue focuses on whether the mental health professional is specially qualified to forensically determine whether a child has been sexually abused. All of the criteria for evaluating the truth of the allegation, whether they tend to support the credibility of the child's account or tend to detract from it, appear to suffer from various defects. Only if these controversies, combined with rigorous peer review, lead to better science will they have served a useful purpose. (NB)

ED 328 908 CS 010 442

Powell, Janet L.; Gillespie, Cindy

Assessment: All Tests Are Not Created Equally.

PUB DATE- Dec 90

NOTE- 13p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Essay Tests; Higher Education; Objective Tests; Reading; *Response Style (Tests); *Student Evaluation; Teacher Made Tests; *Test Construction; *Test Format; *Testing Problems; Test Items

IDENTIFIERS- Test Appropriateness

Traditional tests fall into two categories, both of which have several advantages and disadvantages that need to be considered when determining the type of test to use. Constructed-response tests, such as essay tests, ask students to construct their own responses. Thus, students are required not only to recall but to organize and often apply knowledge. On the other hand, selected-response tests, such as multiple choice tests, ask students to select an answer between or among alternatives. While questions for constructed-response tests are relatively easy to prepare, they are much more difficult to grade and often contain relatively few questions. One of the advantages to constructed-response tests is that responses are less affected by guessing, and clues about students' thought processes can be provided. Selected-response tests require much more time to create, but scoring is much easier. One major advantage of these tests is for measuring knowledge of specific facts. Essay and written retellings are the most common of the constructed-response item types. Other types of constructed-response test are the cloze, completion, and short answer items. Special caution should be taken when using cloze tests to measure reading ability, since the reading act itself seems to be disrupted by cloze testing. Selected-response items include true/false or alternate response, matching, and multiple choice. While there are several basic problems and limitations surrounding all types of assessments, many problems can be attributed not just to the test itself, but to misuse of the test. (Twenty references are attached.) (RS)

ED 328 939 EA 021 492

Packard, Richard D.; Dereshiwsky, Mary I.

Program Evaluation and Organizational Change: A Profile of Strengths and Insufficiencies in Readiness Impacting Policy Recommendations, Change and Restructuring of a Comprehensive Statewide Educational Reform Movement.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- Nov 89

NOTE- 58p.; Paper presented at the Annual Meeting of the National Council of States (14th, San Antonio, TX, November 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Career Ladders; Change Strategies; *Educational Change; Educational Finance; *Education Work Relationship; Elementary Secondary Education; *Labor Force Development; *Program Effectiveness; Teacher Employment Benefits; Teacher Evaluation; *Teacher Motivation; Teacher Placement; Training

IDENTIFIERS- *Arizona

Presented is the fourth Summative Report developed by Northern Arizona University researchers for the Joint Legislative Committee on Career Ladders (JLCCL) concerning the implementation of the Arizona Career Ladder Program (ACLP). The ACLP has resulted in considerable developmental success toward meeting intended program goals. This report is divided into two sections. The first section contains final summative findings, reports, and recommendations for program modifications. Final assessment, analysis, and policy recommendations by the JLCCL and the Task Force are included. Task Force directives describe organizational environment and readiness levels as well as Task Force program goal priorities (student achievement; teacher evaluation and placement; job enlargement; and salary, finance, and budgetary considerations). The second section is an extension of the initial Task Force assignment and examines: (1) expanded evaluative response to legislative guidelines not previously reported; (2) specific legislative staff questions identified as needing attention; and (3) recommendations of additional policy that involves important elements not previously included in the legislation. Appended are five figures and two exhibits. (SI)

ED 328 970 EA 022 675

Jansen, Anicca C.

Can Sales Tax Revenue Equitably Finance Education?

PUB DATE- Nov 90

NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Collegiate Schools of Planning (32nd, Austin, TX, November 4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Finance Reform; Financial Policy; Fiscal Capacity; Rural Schools; School District Spending; School Funds; State Aid; Tax Allocation; *Tax Effort; Taxes

IDENTIFIERS- *Tennessee

In 1988, 66 of Tennessee's rural school districts brought suit against the state government claiming that the school funding system of a local option sales tax discriminates against rural areas. This study examines the effects of increased reliance on local sales tax revenue on Tennessee's school expenditures. Not every county can support a major trade center, hence some are net revenue losers. Differences are not solely the result of tax rate variations. Counties with higher average incomes collect more revenue per dollar. Two possibilities which have been proposed to explain the disparities are that persons in rural areas spend a smaller portion of their total income and spend more on nontaxable items. Both possibilities are unlikely, as low income persons spend a higher proportion of their income, and both food and clothing are taxed. In fact, the disparities are most likely due to exportation of sales tax revenue. An increase in tax rates for rural nonmetro areas will not reduce inequities. These areas do not have the capacity of metro and semi-urban nonmetro areas, and revenues may be reduced because of increased prices. Interjurisdictional inequities will become more pronounced if local sales tax is increasingly relied on to finance education, further necessitating equalization efforts by the state. (13 references) (EJS)

ED 328 987 EA 022 696

Keaster, Richard D.

Leadership in Educational Administration Development: The Louisiana Administrative Internship.

PUB DATE- Nov 90

NOTE- 20p.; Paper presented at the Southern Regional Council on Educational Administration (Atlanta, GA, November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Qualifications; *Educational Administration; Elementary Secondary Education; *Leadership Training; *Management Development; *Principals; Problem Solving

IDENTIFIERS- *Louisiana Leadership Educ Admin Develop Prog

The Louisiana Leadership in Educational Administration Development (LEAD) program is a technical assistance network designed to help newly appointed administrators improve their instructional leadership skills. LEAD began in 1987 as a 3-year federal grant and was adopted by the Louisiana State Board of Education in 1989 as a certification requirement for all new principals and assistant principals. The first year of LEAD involves no inschool application of the process. Through role playing activities, principals learn how to apply new information to future situations. Teachers' perceptions of school climate are assessed and each principal is given a mentor. The second year of the program involves school-site application of a five-step process for problem solving. The first step is to initiate a structure designed to free teachers from apprehensions about participating in working out school problems. Next, the problem is defined through brainstorming. Then a detailed approach to charting alternatives and planning for a solution is taken. Lastly, objectives must be implemented to make the plan adjustable for unexpected problems. If a principal fails to successfully complete the internship, the state can forego the issuance of a permanent certificate. (10 references) (EJS)

ED 329 018 EA 022 763

Duttweiler, Patricia Cloud
Professionalizing Teaching. Insights on Educational Policy and Practice Number 9.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Professional Development; Standards; *Teacher Participation; Teacher Qualifications; Teacher Role; *Teaching (Occupation); Work Environment

The question of whether teaching is truly a profession and what can be done to improve it is examined in this bulletin. Although commonly viewed as a profession, teaching lacks many of the characteristics of a true profession. Teachers have little authority over their work, lack the minimum amenities and working conditions expected by other professionals, and lack the rewards and status of other professions. Transforming education into a profession is part of the solution for achieving excellence in the schools. This means establishing professional standards, ensuring professional delivery of service, providing a professional working environment, and granting educators the freedom to exercise professional judgment through participative management. Recommendations are made for the creation of clear state standards and requirements for teaching and the reduction of bureaucracy. (16 references) (LMI)

ED 329 081 EC 300 077

York, Jennifer, Ed.; Vandercook, Terri, Ed.
Integrated Education. Feature Issue.
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Cooperative Planning; Educational Cooperation; Educational History; *Educational Practices; Educational Research; Elementary Secondary Education; Friendship; Futures (of Society); Individualized Education Programs; Legal Responsibility; Mainstreaming; Organizational Change; *Severe Disabilities; *Social Integration; Student Educational Objectives; Teacher Role; Teamwork

This "feature issue" provides various perspectives on a number of integrated education topics, including successful integration practices and strategies, the changing roles of teachers, the appropriate role of research, the history and future of integrated education, and the realization of dreams of life in the mainstream for children with severe disabilities. Titles and authors of articles include: "Past, Present, and Future of School Integration" (Maynard C. Reynolds); "Full Inclusion Is Possible" (Marsha Forest); "Realizing the Vision for Michael" (Dorothy Skarnulis); "The Role of Research in Integration" (William Stainback and Susan Stainback); "Integration--The Legal Imperative" (Larry Ringer and Sonja Kerr); "'Caught in the Curriculum': A Synopsis" (Roger Strand); "Integrated Education and Organizational Change" (Richard Schattman); "Regular Class Integration at Middle School: Feedback from Classmates and Teachers" (Jennifer York and others); "Enhancing Educational Success through Collaboration" (Jacqueline S. Thousand and Richard A. Villa); "Team Membership: Who's on First?" (Linda Kjerland and others); "What's in an IEP? Writing Objectives for an Integrated Education" (Jennifer York and Terri Vandercook); "Integrated Eduction: MAPS To Get You There" (Terri Vandercook and Jennifer York); and "Cath, Jess, Jules, and Ames...A Story of Friendship" (Terri Vandercook and others). A list of six resources on integrated education is also included. (JDD)

ED 328 828 CG 023 134

Myers, Jane E.

Empowerment for Later Life. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Counselor Client Relationship; *Emotional Adjustment; Helping Relationship; Individual Power; *Locus of Control; *Older Adults; *Personal Autonomy; Retirement; *Self Efficacy; *Self Esteem
IDENTIFIERS- *Empowerment; ERIC Digests

This digest discusses empowerment for older adults, examining the aging of the population and the adverse effects of societal attitudes toward aging on the self-esteem, locus of control, and emotional health of older adults. The Social Reconstruction Syndrome (SRS) is discussed as a model for interventions to offset the adverse effects of social breakdown. Wellness, developmental counseling, and prevention are also discussed as empowerment strategies. (TE)

ED 328 683 CE 056 758

Central Florida Film Production Technology Training Program. Curriculum.
Universal Studios Florida, Orlando.; Valencia Community Coll., Orlando, Fla.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 182p.; For a related final report, see CE 056 759.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; Career Choice; *College Programs; Community Colleges; Cooperative Programs; Course Content; Curriculum; *Entry Workers; Film Industry; Film Production; *Film Production Specialists; Films; Institutional Cooperation; *Job Skills; *Occupational Information; On the Job Training; Photographic Equipment; *School Business Relationship; Technical Education; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

The Central Florida Film Production Technology Training program provided training to prepare 134 persons for employment in the motion picture industry. Students were trained in stagecraft, sound, set construction, camera/editing, and post production. The project also developed a curriculum model that could be used for establishing an Associate in Science degree in film production technology, unique in the country. The project was conducted by a partnership of Universal Studios Florida and Valencia Community College. The course combined hands-on classroom instruction with participation in the production of a feature-length film. Curriculum development involved seminars with working professionals in the five subject areas, using the Developing a Curriculum (DACUM) process. This curriculum guide for the 15-week course outlines the course and provides information on film production careers. It is organized in three parts. Part 1 includes brief job summaries of many technical positions within the film industry. Part 2 details specific skills and broad competencies that every employee new to the film industry should have. Part 3 is divided into six sections, one for each of six crafts or disciplines (camera, sound, editing, set construction, gripping, electric). Each section begins with a chart showing the lines of responsibility within each discipline. Following the charts, sections include a list of competencies and skills for each major position within that department. (KC)

ED 328 711 CE 056 865

Literacy for Peace and Human Rights.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Dec 90
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Basic Skills; Civil Rights; Consumer Education; Extension Education; Foreign Countries; *Functional Literacy; *International Education; Literacy Education; *Peace; Professional Associations; Quality of Life
IDENTIFIERS- *Asia; Australia; China; Fiji; Indonesia; Japan; Korea; Macao; New Zealand; Pakistan; *South Pacific

This publication contains 11 papers, all of which reflect the emphasis on literacy that continues to dominate adult education at the end of International Literacy Year. The papers include four presentations from conferences related to literacy held in 1990, one on literacy and peace held in Indonesia and one on literacy in China held in Macao. The 11 papers are: "Literacy and Peace Education: A Maori Viewpoint" (Te Ripowai Pauline Higgins); "The Consumer Movement's Efforts in Peace Building" (Joe Selvaretnam); "Fijian Literacy: Visions for a Literate Community" (Joseph Veramu); "Past, Present, and Future of Literacy Education in Korea" (Soon Chul Ko); "Education Is the Answer" (Catherine Tseng); "Why Adult Literacy?" (Inayatullah); "Literacy and Literacy Activities in Japan" (Ken Motoki, Mimoru Mori); "Strategies for Literacy and Functional Literacy" (W. M. K. Wijetunga); "Literacy and Peace Education" (A. T. Ariyaratne); "Weaving New Life" (Thailand Foundation for Women); and "The Intercommunity Roles of Adult Educators and Extension Workers" (James Draper). An annotated list of eight resources and a review of a book by Edwin Townsend-Coles on non-formal education in Botswana conclude this journal. (NLA)

ED 328 726 CE 056 899

Smith, Margaret; Dalheim, Zoe
Project READ. A Study of Twenty Reading Disabled Adults.
Pittsfield Public Schools, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Quincy.
PUB DATE- 90
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; *Dyslexia; Evaluation Methods; Language Experience Approach; *Learning Disabilities; Literacy; Phonics; Program Effectiveness; Program Implementation; *Reading Instruction; Self Esteem; *Student Evaluation; *Teaching Methods
IDENTIFIERS- 310 Project

Project READ had a two-fold purpose: to improve the reading levels of diagnosed learning disabled adults, and to investigate the following research questions: (1) which of three teaching approaches selected for this study is most effective for reading disabled adults? (2) what is effective assessment? and (3) how may the impact of reading difficulty and remediation on individuals' self-esteem and emotional well-being be measured? Twenty adults, ranging from young to retired, participated for the entire 2-year program, meeting 1 hour per day, 4 days per week. The three instructional approaches used were: (1) reading from scratch--a structured, sequential, synthetic phonics curriculum; (2) reading from scratch with equipment, such as a tape recorder; and (3) a traditional adult reading approach, focusing on language experience. Students were carefully assessed and psychologically profiled before the project and posttested after the project. The study found that the direct teaching of phonics and language structure in a controlled, sequential format is more effective for learning disabled readers than is teaching in which the inclusion of phonics instruction as well as the method of its presentation are at the discretion of the teacher. Assessment methods using oral, nontimed approaches seemed best. This report includes detailed case studies on individuals and subgroups of persons participating in the program; a 27-item assessment bibliography; an 18-item curriculum bibliography; a list of 17 resource organizations; a sample intake interview; and 14 references. (KC)

ED 328 782 CE 056 998

Privatization and Public Employees: The Impact of City and County Contracting Out on Government Workers. Research Report 88-07.
Dudek & Company.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 88
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Contracts; Cost Effectiveness; Dislocated Workers; Early Retirement; *Efficiency; *Employment Practices; *Government Employees; Government Role; Job Layoff; Outplacement Services (Employment); Private Sector; *Privatization; *Public Agencies; Public Policy

A study examined the issue of contracting out traditional government services and its effect on government employees. It found that local governments contract out for two principal reasons: to cut the cost of providing services and to employ specialized skills and resources unavailable within the government. Findings from a review of the privatization literature were that: (1) only about 5-10 percent of public employees affected by contracting out were laid off; (2) public assistance payments to laid-off workers were very low; (3) private contractors paid lower wages and offered lower fringe benefits; (4) contracting out was not inherently harmful to minorities or women; and (5) contracting may have a slightly positive impact on the number of available jobs. Interviews with local officials from 17 cities and counties generally confirmed these findings and indicated that very few workers were laid off as a result of contracting out and few cities had formal contracting out employment policies. Policy recommendations were as follows: (1) target new and expanded services for contracting out; (2) establish a "no layoff" policy; (3) reduce the government work force through attrition; (4) encourage government employees to form private companies to provide government services; (5) allow the city agency to compete in the bidding process; and (6) develop policies for aiding displaced public employees. (66 references) (YLB)

ED 328 797 CE 057 022

Campbell, Paul B.; Laughlin, Suzanne

Participation in Vocational Education: An Overview of Patterns and Their Outcomes.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 88

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Blacks; *Education Work Relationship; Enrollment Influences; Females; *High School Graduates; High Schools; Hispanic Americans; Males; Minority Groups; *Outcomes of Education; Program Effectiveness; *Socioeconomic Influences; *Student Characteristics; *Vocational Education; Wages; Whites

A study combined information from two national longitudinal surveys that have followed the life events of thousands of young people during and after high school and used multivariate regression analyses to create a profile of vocational graduates and outcomes of vocational education. The study used data from the National Longitudinal Survey of Labor Market Experience--New Youth Cohort and the High School and Beyond survey. Some of the findings of the study are the following: (1) vocational graduates make up 36-48 percent of all secondary graduates, with women usually outnumbering men; (2) students from families of lowest socioeconomic status are overrepresented in the vocational curriculum compared to their proportion in the general population; (3) less severely handicapped students are served by vocational education in proportion to their actual numbers; (4) about 42 percent of vocational graduates get first jobs related to their training; (5) the more credits earned in a vocational specialty and the higher the grades earned in that specialty, the greater the likelihood of getting and keeping a training-related job; (6) earnings advantages result to vocational graduates who develop a marketable skill and obtain a job related to that training; (7) participation in vocational education reduces the likelihood of students dropping out; and (8) gender differences are pronounced. Recommendations were made for further research, incentive to special groups, program continuation, and program development. (17 references) (KC)

Rains, Jeanetta C.; Lohr, Jeffrey M.

Changes in Illness-Related Behavior and Dysphoria Accompanying Behavioral Treatment of Recurrent Headache.

PUB DATE- Apr 90
NOTE- 7p.; Paper presented at the Society of Behavioral Medicine (11th, Chicago, IL, April 18-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Coping; *Intervention; Moods; *Pain
IDENTIFIERS- Dysphoria; *Headaches

Psychophysiologic research indicates that muscle-contraction headache often is not characterized by excessive or unusual muscular activity, and muscular changes seldom accompany headache improvement resulting from treatment. Multidimensional models have been proposed, which emphasize the interdependence of physiological and psychological systems in the ontology of recurrent headache. In the present study, intervention targeted behavior patterns associated with the onset, maintenance and process of coping with headache. Patients were instructed to identify headache-related cognitions and pain behaviors, then encouraged to employ alternative coping behaviors in response to cognitions that previously cued pain behaviors. Headache activity, pain behaviors and negative mood states were analyzed through time-series analysis. The results indicated a decline in headache index for 7 of the 9 patients. A decline was also observed in performance of pain-related behaviors and dysphoric mood states. No significant changes were found in other measures of psychological symptoms or the frequency of stressful environmental events. (LLL)

ED 328 893 CS 010 422

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 6.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 38p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Children; Diseases; *Fund Raising; Grade 6; *Hospitals; Intermediate Grades; Parent Child Relationship; Parent Participation; *Physical Health; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for sixth graders by educators. The stories are about: a student's coping with a terminal illness and its effect on his classmates; a boy's feelings about his rheumatoid arthritis; children's reactions to various hospital experiences; a 12-year-old's problem with overweight; a son's facing up to the truth of his parents' divorce; how children and others deal with personal differences caused by illness or disability; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes and are intended to integrate the language arts, social studies, health, and creative arts. (SR)

ED 328 924 CS 507 286

Cox, E. Sam; Phillips, Kendall R.

Impact and Implications of Parliamentary Formats on American Debates.

PUB DATE- Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Debate; *Extracurricular Activities; Higher Education; *Parliamentary Procedures; *Persuasive Discourse; *Public Speaking
IDENTIFIERS- *American Parliamentary Debate Association; *Cross Examination Debate Association

The American Parliamentary Debate Association (APDA) provides a good example of the parliamentary style of debate. The APDA and the Cross Examination Debate Association (CEDA) can be compared by considering several factors: (1) geographic participation; (2) sponsorship; (3) procedural differences; (4) resolutions; and (5) decision rendering. The APDA, found primarily at northeastern American colleges, is student-sponsored, involves extemporaneous debate modeled on the British Parliament, and tends to employ more generalized resolutions and debate than does CEDA. Unlike CEDA, in which debate judges must be college graduates, APDA judges are students. CEDA critics are more specific in their discussion of evidence, while APDA critics are more likely than their CEDA counterparts to operate under a uniform consensus: the legislative model. CEDA debate, taken out of the exclusive control of communications departments, could allow for a more interdisciplinary approach. The greater diversity of APDA-style topics could allow CEDA debaters to experience a variety of criteria and case-building strategies. Argumentation by CEDA participants seems too reliant on testimonial support, while parliamentary debaters use logic, analysis, and reasoning. If parliamentary debate techniques are adopted by CEDA, decision rendering must be adjusted accordingly. (Thirteen references are attached.) (SG)

ED 329 034 EC 300 026

Thompson, Sandy, Ed.; And Others
Transition.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Disabilities; *Education Work Relationship; Leisure Education; Postsecondary Education; Secondary Education; Transitional Programs; Vocational Education
IDENTIFIERS- Minnesota

This "feature issue" focuses on transition from school to adult life for persons with disabilities. Included are "success stories," brief program descriptions, and a list of resources. Individual articles include the following titles and authors: "Transition: An Energizing Concept" (Paul Bates); "Transition Issues for the 1990s" (William Halloran and Deborah R. Henderson); "Transition in the 90s: One Graduate's Success Story" (Diane Bisping); "Minnesota: A Leader in Transition" (David R. Johnson and Stephanie Corbey); "Minnesota Models Transition Planning" (Sandy Thompson); "Leisure Transition" (Tip Ray and Rich Burke); "Retention and Transition in Postsecondary Vocational Education" (James M. Brown); "Successful Rural Vocational Transition" (Bob Vaadeland); "Transition Tips for Teachers" (Sandy Thompson); "Four Faces of Successful Transition" (Stephanie Corbey); "Evaluation of Outcomes in Transition Programs" (Lizanne DeStefano); "The Next Step: Using Follow-Up Information To Guide Transition Planning" (Mary Fox Sinclair and others). Also included is an annotated list of 12 print and media resources on transition. (DB)

Beckwith, Robert; And Others
Perceptions which Affect Coordination between JTPA and Vocational Education. Report 17.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Attitudes; *Agency Cooperation; Attitude Measures; Community Colleges; Cooperative Programs; *Coordination; Delivery Systems; Education Work Relationship; *Employment Programs; Federal Programs; *Job Training; Labor Force Development; Organizational Communication; Program Effectiveness; School Community Relationship; State Agencies; Teacher Attitudes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982

A study ascertained the perceptions that affect coordination between Job Training Partnership Act (JTPA) and vocational education. Questionnaires were completed by 184 individuals representing JTPA staff from service delivery areas (SDAs), vocational education staff from regional delivery systems (RDSs), community college staff, and state agency staff. Respondents indicated that incentives for coordination were not strong; RDSs and SDAs needed technical assistance to make quarterly meetings effective; and on-the-job training combined with classroom training was preferred. JTPA and vocational education were recommended to give special attention to the identification of goals as they relate to economic and individual development; responsibilities for improvement of basic, occupational, and work maturity and employability skills; and improved coordination of activities to ensure access, equity, and efficiency of services for clients. (Following the five-page report is an appendix of questionnaire results. Under each of the 14 questions are listed the comments of these respondents: (1) those who work with JTPA programs in a SDA; (2) those who work with vocational education programs in an RDS; (3) those who work with community college programs; and (4) all others. Respondents' comments and suggestions are arranged in two columns to contrast the views about programs conducted under the Carl Perkins Act and under JTPA.) (YLB)

ED 328 768 CE 056 976

Hollenbeck, Kevin

A Model of Postsecondary and Adult Student Choice Behavior.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 88

NOTE- 49p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Academic Aspiration; *Adult Students; *College Choice; *Decision Making; Educational Background; Grade Point Average; Majors (Students); Models; Part Time Students; Postsecondary Education; Student Certification; Student Characteristics; *Student Motivation; Two Year Colleges; *Two Year College Students; *Vocational Education

A model was developed of the choice-making behavior of students participating in postsecondary occupational education. The model was estimated empirically with data from a national survey of public or nonprofit institutions that offer such education, conducted in spring 1987. The survey involved 432 institutions and 3,330 students. Data were gathered in regard to students' choice of type of institution, program of study, part- or full-time status, type of degree, intention to compete, grades earned, education and training background, previous and current work experience, tuition and cost issues, institutional placement rate, location, and student characteristics. The model was estimated using ordinary least squares regression analysis for the following choices: enrolled in a community/junior college program; enrolled in a technical institute; enrolled in a business and office program; enrolled in a trade and industrial program; enrolled part time; working toward a vocational certificate; and current grade point average. The findings from the various choice-making models demonstrate many systematic relationships between students' educational backgrounds or motivating influences and their choices. The models suggest that the instruction at vocational-technical institutes differs from either community/junior colleges or university/college programs. The findings seem to substantiate the assumed behavior of seeking information and making rational choices. The findings of the study support the suggested model of choice-making behavior to the extent that the data adequately represent such behavior. Additional research and data collection need to be done to improve understanding of choice-making behavior. (The questionnaire is appended.) (KC)

ED 328 955 EA 022 637

Stufflebeam, Daniel L.

The Personnel Evaluation Standards: How To Assess Systems for Evaluating Educators.

PUB DATE- 91

NOTE- 209p.; Developed by the Joint Committee on Standards for Educational Evaluation.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the ART Materials (070) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Personnel Evaluation; *Personnel Management; *School Personnel; *Standards; *Teacher Evaluation

Evaluation of personnel is an essential means of ensuring quality in education. However, evaluations of teachers and administrators have often been divisive and counterproductive. This book is the product of a collaborative effort by 14 professional associations as a guide for assessing or developing systems for evaluating education personnel at all levels. It presents and elaborates 21 standards. Each standard provides a summary description of the principle involved, a discussion of its key concepts and importance, guidelines for carrying it out, common mistakes to be avoided, and one or more illustrations of how the standard applies in particular evaluative situations. The 21 standards are divided into 4 general categories: propriety, utility, feasibility, and accuracy. After an introduction, part 1 is a straightforward presentation of the 21 standards. Part 2 presents and illustrates an approach for applying the standards. Appendixes describe the development of the standards; the steps and forms for citing them; a listing of the participants in the development of the standards; a glossary of relevant terms; the bibliography; indexes to the roles, institutions, purposes, and personnel actions addressed in the illustrative cases; and a subject matter index. (135 references) (MLF)

ED 329 003 EA 022 726

Parent Involvement in Secondary Schools: A District Wide Approach.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Accountability; Community Involvement; *Cooperative Planning; *Family Involvement; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Secondary Education
IDENTIFIERS- Houston Independent School District TX

During five meetings conducted in different states by the Southwest Educational Development Laboratory (SEDL) to gain insight into the status of 55 parent involvement programs from their organizers and implementors, parental involvement in the secondary education level repeatedly emerged as a shared concern. Following the meetings SEDL orchestrated A regional teleconference to share information about the implementation of Operation Fail-Safe at the secondary school level in the Houston Independent School District. The five specific objectives of Operation Fail-Safe included raising overall achievement and establishing shared responsibility and accountability between parents and schools. No one set plan was structured; instead each administrator was given flexibility to design strategies that best met Operation Fail-Safe goals and objectives in their school. A teacher educator's perspective on the importance of student/parent/teacher partnership is given and additional concerns such as the need to involve all kinds of groups from the community are raised. Contacts and resources for more information are included. (EJS)

ED 329 050 EC 300 043

Magarrell, Gary W.
View from Here: Keynote Address.
PUB DATE- 26 Apr 90
NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Blindness; *Educational Needs; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Needs Assessment; Parent Attitudes; Rehabilitation; Special Schools; *Visual Impairments
IDENTIFIERS- Ontario

The paper focuses on educational services for blind and visually impaired children in Canada with emphasis on Ontario from the point of view of an administrator of a large rehabilitation agency. The existence is noted of five schools for the blind in Canada serving primarily multihandicapped populations. Effects of Ontario Bill 82 (1985) have included routine integration of blind and visually impaired children in the mainstream of the education system. However, problems arising from integration include difficulty obtaining services for the low incidence disability of blindness; provision of specialized equipment especially in the home; availability of texbooks, etc., in braille, tape or large print; an unmet need for orientation and mobility instruction; and provision of life skills training. Results of a survey of parents of blind children identifying needs resulted in 21 areas judged as critical. Recommended are a central Ontario diagnostic center and efforts to bring together the various stakeholders including rehabilitation services. (DB)

ED 328 812 CG 023 118

Loyer-Carlson, Vicki L.; Walker, Alexis J.
Casual Dating Dissolution: A Typology.
SPONS. AGENCY- West Virginia Univ. Foundation.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Dating (Social); Higher Education; *Interpersonal Attraction; Longitudinal Studies; Social Life
IDENTIFIERS- *Casual Dating Dissolution

Although there are many typologies of relationship development and love, it is frequently assumed that all break-ups are alike. This longitudinal study examined persons' cognitions regarding early relationship interactions and/or observations which caused them to think about the viability of the relationship. The role of causal attributions in the dissolution of casual-dating relationships was explored and led to the development of the typology of casual-dating dissolution. This study was part of a longitudinal investigation of dating relationships undertaken at the University of Oklahoma (1982-83). Of the 88 relationships originally in the study, 74 were dissolved during the 6-month collection period. Subjects were 48 participants who completed termination questionnaires. Results of the study led to the examination of a typology of casual-dating dissolution. This examination was guided by Kelley's (1979) theory of interdependence, and resulted in the discovery of three distinct types: independence break-ups, disposition break-ups, and relationship problem break-ups. These types were validated with information provided at intake (when the relationship was intact) and with information regarding the encounters between the subjects and their partners. The inclusion of types of break-ups in the study clarified an important question regarding alternatives in casual-dating stability: persons in disposition break-ups had a significantly lower assessment of their alternatives to the relationship. (ABL)

ED 328 829 CG 023 135

Ellis, Thomas I.

Guidance--The Heart of Education: Three Exemplary Approaches. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 31 Jan 91

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- Academic Advising; Counseling Objectives; *Counselor Role; Counselor Teacher Cooperation; Curriculum Design; *Educational Counseling; Educational Environment; Elementary Secondary Education; Foundations of Education; Guidance Centers; *Guidance Programs; Professional Recognition; *Program Design; Program Development; *School Counseling; School Counselors; *School Guidance; Student Personnel Services; Teacher Role

IDENTIFIERS- Comprehensive Guidance Program Model (Gysbers); ERIC Digests; Invitational Learning (Purkey); Teacher Advisor Program (Myrick)

This digest describes three complementary approaches to integrating guidance into education: (1) the Comprehensive Guidance Program Model, developed by Norman C. Gysbers; (2) the Teacher Advisor Program (TAP), developed by Robert D. Myrick; and (3) the Invitational Learning paradigm, developed by William W. Purkey. Four references are included. (TE)

ED 329 019 EA 022 764

Duttweiler, Patricia Cloud

Harnessing the Power of Beliefs: The Challenge of Change. Insights on Educational Policy and Practice Number 10.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 89

NOTE- 6p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Attitude Change; Beliefs; Change Strategies; *Educational Change; Educational Innovation; Elementary Secondary Education; Organizational Objectives; *School Restructuring

The challenge of changing belief systems to engender educational change is explored in this bulletin, which asserts that the current American educational system inadequately prepares students for productive participation in a rapidly changing information-oriented society. Change in the United States culture implies that alterations in education are also necessary. The change from "maintenance" to "evolutionary" kinds of learning, or a transition from fixed to proactive thinking skills, is advocated. Change strategies for people-oriented institutions requires recognition of the problem as ecological and interactive, definition of beliefs that determine which goals are right, review of policies in light of those beliefs, and changing beliefs. (16 references) (LMI)

services; and 37 references. (DB)

ED 329 066 EC 300 060

Lunden, Janet, Ed.
Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils.
California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 211p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ancillary School Services; Elementary Secondary Education; *Health Services; Hygiene; Medical Services; *Physical Disabilities; *Special Health Problems; *State Standards

This monograph presents the California State guidelines for providing physical health care services within the public school setting. Part I addresses administrative concerns. Included are sections on: education and chronic illness; professional roles; referral and evaluation; guidelines and procedures for transporting chronically ill pupils; staff development models; and school board policy and administrative guidelines. Part II summarizes specialized physical health care services procedures requiring a physician's authorization. These include: anaphylactic reaction--emergency care; catheterization; blood glucose testing for diabetes; glucagon injection (diabetes); hypoglycemia/keto acidosis (diabetes); dysreflexia (hyperreflexia)--emergency care; gastrostomy feeding method or pump; gastrostomy tube reinsertion; intravenous medication and infusion; silastic catheter; mechanical ventilator; nutrition screening; ostomy care; oxygen administration; respiratory assistance; and tracheostomy. Part III considers the prevention of infectious diseases in the form of three lessons which cover: (1) information about infectious diseases; (2) techniques for preventing the spread of infectious diseases; and (3) control of infectious diseases in the classroom setting including diapering and toileting. Part IV reviews routine care not requiring a physician's authorization such as use of braces, canes, casts, crutches, walkers, and wheelchairs. Four appendixes present additional information on program modifications, sample forms, pediatric consultants and nursing personnel, and selected laws and regulations. A glossary is also included. (DB)

ED 328 669   CE 056 228

Jackson, John E.
The American Entrepreneurial and Small-Business Culture.
Institute for Enterprise Advancement, Washington, DC.
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Attitudes; *Demography; *Economic Development;
  *Entrepreneurship; Labor Market; Labor Needs; Regional Attitudes;
  *Small Businesses

A study examined public attitudes toward entrepreneurs and small business owners and people's perceptions of the entrepreneurial character and challenge. Information was gathered from two surveys, composed of three samples, conducted in 1985. Samples included: (1) 1,001 persons contacted through random telephone dialing; (2) 250 telephone interviews with people drawn randomly from Detroit; and (3) 503 random interviews drawn from Michigan exclusive of Detroit. Results were reported separately for each of the three samples and for geographic subregions within the United States. The survey found that nearly one-fifth of the national sample gave job creation a very high rating as a public issue and that people perceive large businesses as more important than new and small ones in creating jobs and economic opportunity. One portion of the survey found the perception that entrepreneurs and small business owners were less politically influential than persons holding other occupations such as union leaders, corporate executives, federal workers, teachers, and farmers. Most agreed that entrepreneurship gives more control over one's life, and a substantial number exhibited the risk-taking characteristics of entrepreneurs. Respondents in all samples perceived substantial barriers for blacks and women wanting to start a business. Throughout the discussion, responses to these questions were compared for differences related to regional residence, gender, race, nativity, income and education, size of employer, and experience as a business owner. Relatively little regional variation in attitudes was found. (KC)

ED 328 698 CE 056 830

Northwestern Pennsylvania Cooperative Demonstration Project (High Technology). Final Report.

Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Oct 90

NOTE- 71p.; For a related process manual, see CE 056 829.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Assisted Manufacturing; Demonstration Programs; Education Work Relationship; Electricity; Electronics; Fluid Mechanics; Inplant Programs; *Manufacturing Industry; Numerical Control; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; *Retraining; *School Business Relationship; Skill Development; *Technological Advancement; Word Processing

IDENTIFIERS- Partnerships in Education; Pennsylvania (Northwest)

This document reports on a project designed to customize training for employees of manufacturing industries in six western Pennsylvania counties. Project goals were to facilitate collaborative vocational and technical training programs between educational institutions and private sector companies and to establish demonstration sites, manufacturing cells, an electronic communications network, and various training programs in high technology areas. Project directors began to implement their programs by establishing local advisory committees. Once these committees had provided a framework for meeting the training needs of manufacturing industries, project staff designed and mailed a needs assessment survey to manufacturers to determine training needs. After receiving survey data, staff built an organizational structure responsive to the training needs, an outreach program that could deliver services through training facilities available in industry and educational institutions, and a telephone and computer network for information dissemination. Promotional and marketing materials were also developed. Ongoing evaluation solicited perceptions of the advisory committee, instructors, schools and institutions, students, and manufacturers. Overall, all responded positively. (Appendixes include maps, management and organization chart, survey instruments, lists of courses, and survey results.) (YLB)

ED 328 712 CE 056 870

Education, Small Business, and the U.S. Economy. Hearing before the Committee on Small Business, United States Senate, One Hundred First Congress, Second Session Hartford, Connecticut .

Congress of the U.S., Washington, DC. Senate Committee on Small Business.

PUB DATE- 16 Aug 90
NOTE- 109p.; Some pages contain small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Corporate Education; Economic Development; Educational Change; Educational Needs; *Education Work Relationship; Elementary Secondary Education; *Employment Practices; *Futures (of Society); Hearings; Job Training; *Labor Force Development; Labor Needs; Postsecondary Education; *School Business Relationship; *Small Businesses; State Programs
IDENTIFIERS- Congress 101st; Connecticut

This document records the oral and written testimony of witnesses at a U.S. Senate hearing on education, small business, and the economy. During the hearing, representatives of the public schools, vocational and technical training, and community colleges, as well as representatives of large and small businesses and persons involved in linking schools and businesses in Connecticut, testified about the difficulty of producing/finding properly educated and trained workers for business today. Those testifying from the smaller businesses noted the high turnover in workers and their inability to find high quality employees, whereas those from larger businesses described the programs they have developed to train their work force. A veteran high school teacher recommended that the entire school system be reconfigured out of its traditional factory mold, and a community college official described the programs the college is developing with employers to train or retrain their workers. A program to promote science and mathematics careers to disadvantaged/minority students was also described. (KC)

ED 328 741 CE 056 925

Straquadine, Gary

Current and Expected Roles in Supervising Agricultural Science and Technology Programs in Utah.

PUB DATE- Dec 90

NOTE- 10p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; *Agricultural Education; Educational Practices; Educational Trends; Futures (of Society); *Instructional Leadership; Secondary Education; *State Supervisors; *Superintendents; *Teacher Attitudes; Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Utah

A study examined the perceptions of Utah vocational agricultural teachers regarding the current and expected role of state and local supervision in agricultural education. The target population for the study was all agricultural science and technology teachers in vocational programs during the 1988-89 school year (64 teachers). Through persistence of the researcher, a 100 percent return rate was achieved in teacher response to a questionnaire about their perceptions of the role of state and local supervisor in terms of the degree of authority. The teachers rated the state supervisor as currently having the greatest authority in directing improvement of instruction activities, followed by research and evaluation activities, administration, and public relations. They rated local supervisors' degree of authority as highest in the area of public relations. The teachers rated improvement of instructional activities as having the highest degree of authority by state supervisors in the future, followed by research and evaluation activities. They expected the local supervisor to have the highest degree of authority in public relations activities. The study concluded that the teachers perceived the local supervisors as having more authority, both current and expected, than the state supervisors. This perception could continue to handicap the state supervisor in bringing about innovative programs in Utah. (17 references) (KC)

ED 328 783 CE 056 999

Stone, Charles F.; Sawhill, Isabel V.
Labor Market Implications of the Growing Internationalization of the U.S. Economy. Research Report Series RR-86-20.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jun 86
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Adults; Career Change; *Dislocated Workers; Economic Change; *Employment Opportunities; *Employment Patterns; Employment Programs; Employment Projections; Federal Programs; Futures (of Society); *International Trade; Job Layoff; Job Training; Labor Economics; *Labor Market; Labor Needs; Labor Turnover; *Occupational Mobility; Public Policy; Relocation
IDENTIFIERS- Job Training Partnership Act 1982

A study analyzed how trade has affected and was likely to affect the economy along three dimensions: (1) the employment shifts occurring during the years 1972-1984; (2) the outlook for employment projected to 1990 under four different scenarios; and (3) issues related to displaced workers. Increased international trade was found to have been associated with shifts in the occupational, industrial, and geographic distribution of jobs in the U.S. economy, but not with any significant change in total employment. Total employment was largely determined by macroeconomic monetary and fiscal policies. Projections of employment growth to 1990 under four different macroeconomic scenarios showed that an improvement in underlying macroeconomic conditions could restore more balanced job creation across industries. If the federal budget deficit and the trade deficit were not reduced, the decline in manufacturing and agriculture relative to services would continue to be aggravated, even with strong economic growth. As for the program in place for treating dislocated workers, Title III of the Job Training Partnership Act reached only about a fifth of those who seemed to need it. Findings indicated that effective adjustment programs were needed to distribute the burden of change more fairly. (An executive summary and 24 references are provided.) (YLB)

ED 328 846 CG 023 152

Yao, Blake

Same Name as Father: Is Being a Junior a Help or a Handicap?

PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Affective Behavior; Behavior Disorders; *Emotional Development; *Fathers; Mental Disorders; Mental Health; Personality Problems; *Social Development; *Sons
IDENTIFIERS- *Names

The relationship between mental illness and the practice of naming a son after the father was investigated. Plank and Cameron suggested that individuals who carry their father's name often live under the father's shadow, and this might influence the social/emotional development of the individual. Previous reports of rates of mental illness among males named after their fathers were lower than the rate found in this investigation. Methodological problems might be the cause of this underestimation. Data from 1989 local birth records found that 19 percent of males were named after their fathers. Records from a western New York psychiatric hospital revealed that 19 of 110 adult male patients were named after their fathers. The findings failed to support Plank's hypothesis that Juniors have a higher rate of mental illness than the average population. However, there was a difference for affective disorders, i.e., the rate of affective disorders was higher for Juniors than the rate that would be expected in the general population. (LLL)

ED 328 863 CG 023 171

Sortland, Theresa K.

Depression in Young and Middle Adulthood: A Summary of the Problem and Treatments.

PUB DATE- 90

NOTE- 13p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Adults; *Depression (Psychology); Emotional Disturbances; Emotional Problems; *Middle Aged Adults; Psychological Patterns; Psychology; Therapy; *Young Adults

The depressed person is often trapped in a vicious cycle of dysfunctional thoughts and feelings of powerlessness. Young adults are prone to depression because of the intimacy versus isolation conflict. Young adulthood (ages 18-35) focuses on the search for intimacy, establishment of a career, and formation of a lifestyle. The failure to succeed in these areas can lead to feelings of despair, inadequacy and eventually depression. Middle-aged adults (ages 35-60) are at a crossroads. Someone in this stage of life may become depressed as a result of unfulfilled dreams . The counselor seeks to help depressed adults to regain control over dysfunctional thinking, find hope, and learn to live life with a positive attitude. Depression is characterized by inactivity, dullness and feelings of helplessness and loss of control, hopelessness, persistent empty mood, worthlessness, insomnia, fatigue, weight gain, suicidal thoughts, lack of concentration and excessive crying. One out of every four Americans suffers from depression at any given time. Environmental stressors, personal characteristics, and coping behaviors of the individual are major components. Guilt, shame, agony and self-blame are emotions experienced by the depressed person in a society that insists that ''feeling good'' is the only way to be. Depression can be classified as either reactive (stemming from an external event) or endogenous (responding to an internal, often unknown, process). Treatment, like depression itself, is multifaceted and should include a variety of cognitive, affective, behavioral and interpersonal learning components. Individual counseling, drug therapy, and exercise are all integral parts of the depression management program. The counselor's role is to teach the client to effectively manage his depression on a daily basis. (BHK)

ED 328 878 CS 010 403

Brand, Wendy
Meeting First Graders' Need for Rich, Authentic Literacy Experiences by Moving from a Basal Reader to a Whole Language Orientation.
PUB DATE- Jan 91
NOTE- 102p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basal Reading; *Beginning Reading; Grade 1; Learning Activities; Primary Education; *Reading Instruction; Reading Processes; Reading Programs; Reading Research; Reading Skills; Reading Writing Relationship; *Whole Language Approach; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Childrens Writing; *Writing Development

This practicum was designed to allow first graders the opportunity to read and write in a more natural and authentic manner than that permitted by using the basal reading series as the basis for reading instruction. The first grade reading program was transformed from a basal-oriented approach to a whole language approach. Through the use of children's tradebooks, poetry, daily unstructured writing assignments, and flexible reading patterns, the children were able to achieve the skills required by the basal reading tests as well as spend more time in the actual exercises of reading and writing. Results of the practicum were positive. The primary goals and objectives were met. An analysis of the objectives demonstrated that the language arts activities of reading and writing were dealt with more often within the whole language environment than in a basal reading classroom. The children enjoyed the process of reading and writing to a greater extent as measured by the amount of time spent reading and writing during free time. (Five tables of data are included. Appendixes include: student questionnaire, selected letters to parents, titles chosen as favorites by the children, samples of children's writing, and samples of children's writing ready for publication. Seventy-two references are attached.) (Author/MG)

ED 328 909 CS 211 742

Lopate, Phillip, Ed.

Journal of a Living Experiment: A Documentary History of the First Ten Years of Teachers and Writers Collaborative.

Teachers and Writers Collaborative, New York, N.Y.

PUB DATE- 79

NOTE- 347p.; Publication of this book made possible by a grant from the National Endowment for the Arts.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - General (020) Historical Materials (060)

DESCRIPTORS- Creative Expression; Educational History; *Educational Innovation; Elementary Secondary Education; Enrichment Activities; *Experimental Teaching

IDENTIFIERS- Artists in Schools Program; *Teachers and Writers Collaborative

Intended to celebrate the first 10 years of Teachers and Writers Collaborative (the original organization which sent poets, novelists, and other artists into the schools on a regular basis), this book contains 29 articles, diaries, letters, manifestos, graphics, and memoirs. The book contains the following articles: (1) "Roots and Origins" (P. Lopate); (2) "Interview with Herbert Kohl" (H. Kohl and P. Lopate); (3) "Journal of a Living Experiment" (A. Sexton); (4) "Some Impressions Recorded as a Participant-Observer in the Summer Experimental Program in Deaf Education" (D. Henderson); (5) "The Use of Arts in the Education of Children Who Are Deaf" (K. Kennerly); (6) "Interview with Karen Kennerly" (K. Kennerly and P. Lopate); (7) "A Fable" (M. Rukeyser); (8) "Issues of Language" (P. Lopate); (9) "'The Voice of the Children' Diaries" (J. Jordan); (10) "Dreams" (J. Baumbach); (11) "A Class Novel" (L. Jenkin); (12) "A Grave for My Eyes" (A. Berger); (13) "Attitude toward Teachers and the Schools" (P. Lopate); (14) "Working on the Team" (K. Hubert); (15) "Luis, A True Story" (M. Willis); (16) "So Far Away" (T. Mack); (17) "Teachers and Writers and Me" (H. Brown); (18) "Combining Art and Dance" (S. Sandoval); (19) "Drawing" (R. Sievert); (20) "Teaching Art: Examining the Creative Process" (B. Siegel); (21) "Administering the Program" (P. Lopate); (22) "Two and a Half Years" (M. Hoffman); (23) "Interview with Kenneth Koch" (K. Koch and P. Lopate); (24) "Nine Years under the Masthead of Teachers and Writers" (R. Padgett); (25) "Latin Nostalgia" (M. Ortiz); (26) "Don't Just Sit There, Create" (W. Brown); (27) "A Love Letter to My Church" (D. Cheifetz); (28) "Pausing, and Looking Back" (A. Ziegler); and (29) "Conclusion" (P. Lopate). (SR)

ED 328 940 EA 021 515

Little, Judith Warren, Ed.; Nelson, Linda, Ed.

Mentor Teacher. A Leader's Guide to Mentor Training.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 90

NOTE- 227p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inservice Education; *Interprofessional Relationship; *Mentors; Resource Materials; Role Models; *Teacher Administrator Relationship; Teacher Education; *Teacher Effectiveness; Teacher Improvement

IDENTIFIERS- *Los Angeles Unified School District CA

This guide assembles examples of staff development used by one large school district, Los Angeles Unified School District, to prepare teachers for the new role of mentor. In an effort to help mentors get off to a good start, the district's Professional Development Center assembled a 30-hour program of discussion panels, skill training, and problem solving groups. Four sections of the guide represent the original 30-hour core training: (1) Orientation to the Mentor Role; (2) Assisting New Teachers; (3) Classroom Organization and Management for New Teachers; and (4) Classroom Consultation, Observation and Coaching. Two additional sections reflect revisons and additions now underway: The Mentor as Staff Developer and Cooperation between the Administrator and the Mentor. Each section begins with an overview of the topic and a brief preview of the concepts or skills developed in the individual segments. Each section ends with a short inventory of other resources and references. Numerous handouts and transparencies are also included. (SI)

ED 328 971 EA 022 677

Average Class Size in Massachusetts' Public Schools for the 1987-88 School Year.

Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

PUB DATE- Oct 90

NOTE- 13p.; Tables and graphs may not reproduce well due to extremely small/filled print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Classroom Environment; *Class Size; Crowding; Elementary Secondary Education; Enrollment Trends; State Norms; Teacher Student Ratio

IDENTIFIERS- *Massachusetts

A detailed assessment of the average class size in Massachusetts public schools is provided in this report, which includes the means and ranges of average class size and a description of class size across grade levels, subject area, and community type. Data were collected from the Chapter 188 Individual School Report (1987-88), an annual survey of Massachusetts public schools conducted by the State Department of Education. Section 1 provides background information on research related to class size, and section 2 describes statewide class size data by grade level, subject area, and type of community. Implications for policy making are discussed in the third section, and methodology is described in the final section. Seven figures and seven tables are included. (LMI)

ED 328 988 EA 022 697

Tomberlin, Christine Murphy
Community Education as a Model for Site-Based Management Implementation.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Education; *Educational Innovation; Elementary Secondary Education; *Participative Decision Making; *Program Implementation; *School Based Management

This paper attempts to interest principals considering site-based management to examine community education as a model for their implementation efforts. The paper first examines the evolution of the community education movement, focusing on major directions and levels of maturity. Next, the unchanging principles of community education (self-determination, self-help, leadership development, localization, integrated services delivery, maximum use of resources, inclusiveness, responsiveness, and lifelong learning) are discussed. Community education's two essential components, program and process, are explained. Next, a 14-step program implementation model is presented, and the implications for site-based management are discussed. Community education and site-based management have similar principles and exhibit the same sense of mission: creating ownership for those responsible for carrying out decisions by involving them directly in the decision-making process. Because of these similarities, both could employ the same implementation strategy. However, two areas of possible conflict (the principal's leadership role and the appropriateness of principal retraining) must be resolved before adopting the model presented in this paper. (16 references) (MLH)

ED 329 035 EC 300 027

Larson, Sheryl A.; Lakin, K. Charlie
Deinstitutionalization of Persons with Mental Retardation: The Impact on Daily Living Skills.
Minnesota Univ., Minneapolis. Research and Training Center on Community Living.
PUB DATE- Mar 89
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Basic Skills; Behavior Change; Behavior Problems; *Daily Living Skills; Deinstitutionalization (of Disabled); Longitudinal Studies; *Mental Retardation; Meta Analysis; *Self Care Skills

This review of the literature focuses on the effects of deinstitutionalization (moving from state institutions to community living arrangements) on the adaptive behavior of persons with mental retardation. The selection process for the 18 studies receiving in-depth review is detailed. Two tables detail changes in three categories of behavior for study subjects: (1) overall adaptive behavior score; (2) change in one or more of seven specific types of adaptive behavior; and (3) change in problem behavior. The study found that all eight experimental/contrast group studies reported statistically significant greater achievement in either overall adaptive behavior or in the basic self-care/domestic skill domain for those who moved to community arrangements. None of the experimental/contrast group studies, however, reported statistically significant differences between groups for changes in problem behaviors. Most longitudinal studies reported statistically significant or slightly positive increases in overall adaptive behavior or in basic self-care skills. Overall, 13 of the 18 studies noted statistically significant improvements in either overall adaptive behavior or basic self-care/domestic skills, with 17 of the 18 studies showing at least a tendency toward improved adaptive behavior associated with community placement. No consistent pattern of change was demonstrated in the 10 studies reporting changes in problem behavior. (20 references) (DB)

ED 329 082 EC 300 078

Erickson, Ron, Ed.; And Others
Supported Employment.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Dept. of Jobs and Training, St. Paul. Div. of Rehabilitation Services.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adults; Attitude Change; *Disabilities; Economic Development; Education Work Relationship; *Employment Programs; Federal Programs; Futures (of Society); Information Networks; Rural Areas; Secondary Education; Severe Disabilities; Social History; Social Integration; State Programs; *Supported Employment; Technical Assistance; Transitional Programs; Trend Analysis
IDENTIFIERS- Minnesota

This "feature issue" reports on major shifts in attitudes, practices, and policies that have led to the growth of supported employment programs for people with disabilities, with special focus on the situation in Minnesota. It contains the following articles: "To the Year 2000 and Beyond: Jobs Won't Be the Problem" (David R. Johnson); "The End of Supported Employment?" (William Niederloh); "Opening the Doors for Youth in Transition" (Stephanie Corbey); "Creating Jobs through Economic Development" (Dale Verstegen); "Supported Employment in Rural Areas" (Michal Jorgens); "Charlie and Kimberly: Supported Employment at Work"; "Questions and Answers about Supported Employment Programming for Individuals with Severe Handicaps" (Paul Wehman and Katherine J. Inge); "The Employment Network Technical Assistance Project" (Jay Buckley); "The Challenges of Conversion" (Don Lavin); "Ten Keys to Conversion Success" (Jackie Mlynarczyk); "Annette, Dawn and Judy: Employment Specialist Closeups"; "Social Interactions in the Workplace" (Janis Chadsey-Rusch); and "Supported Employment and the Federal Government" (Terrence R. Dolan). Descriptions of several Minnesota programs and a list of seven printed resources are also included. (JDD)

ED 328 684 CE 056 759

Central Florida Film Production Technology Training Program. Final Report.
Universal Studios Florida, Orlando.; Valencia Community Coll., Orlando, Fla.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 108p.; For a related curriculum guide, see CE 056 758. Appended news articles contain light, broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; *College Programs; Community Colleges; Cooperative Programs; *Curriculum Development; Film Industry; *Film Production; *Film Production Specialists; Films; Institutional Cooperation; Job Skills; On the Job Training; Photographic Equipment; Program Development; *Program Implementation; *School Business Relationship; Technical Education; Two Year Colleges
IDENTIFIERS- *Valencia Community College FL

The Central Florida Film Production Technology Training program provided training to prepare persons for employment in the motion picture industry. Students were trained in stagecraft, sound, set construction, camera/editing, and post production. The project also developed a curriculum model that could be used for establishing an Associate in Science degree in film production technology, unique in the nation. The project was conducted by a partnership of Universal Studios Florida and Valencia Community College. The course combined hands-on classroom instruction with participation in the production of a feature-length film. Curriculum development involved seminars with working professionals in the five subject areas, using the Developing a Curriculum (DACUM) process. Students were recruited for each of three 15-week classes. More than 2,000 people applied for the training, 163 were placed in the program, and 134 students (83 men, 51 women) completed course requirements. Program evaluation showed that the program met its goals of training film production personnel, forming college-industry linkages, and developing a curriculum. The curriculum will be distributed through information retrieval systems and the Florida State Department of Education. In addition, the student film will be distributed commercially or noncommercially. (Appendices, the bulk of this document, contain information on project staff and class participants, a sample syllabus and class schedule, data on the student film, pre/post test, and publicity articles.) (KC)

ED 328 727   CE 056 900

Burnett, Michael F., Comp.
Bridging the Gap: Research of the 80's--Needs of the 90's. Proceedings of the Annual National Agricultural Education Research Meeting (16th, Orlando, Florida, December 1, 1989).
American Vocational Association, Alexandria, VA. Agricultural Education Div.
PUB DATE- 1 Dec 89
NOTE- 399p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Agricultural Education; Career Choice; Cognitive Style; Computer Oriented Programs; Curriculum; *Educational Attitudes; Educational Research; Extension Education; Higher Education; Majors (Students); *Mentors; Microcomputers; Outcomes of Education; Research Needs; Secondary Education; *Teaching Methods; *Vocational Education; *Vocational Education Teachers

Forty-four papers presented at a conference focusing on research in agricultural education are presented in this document. Representative titles among the papers (each of which is followed by a brief critique) are: "Analysis of the Computer Anxiety Levels of Vocational Agriculture Teachers" (Kotrlik, Smith); "Assessing Performance and Planning Inservice Needs of First-Year Vocational Agriculture Teachers" (Barrick, Doerfert); "Assessment of the Preparation and Career Patterns of Agricultural Education Graduates, 1975-1987" (McGhee, Cheek); "Beliefs and Intentions of Counselors, Parents and Students Regarding Agriculture as a Career Choice" (Thompson, Russell); "Cognitive, Perceptual, and Instructional Preferences of Agricultural Education Students" (Rollins, Scanlon); "College Curriculum Competencies and Skills Needed by Agricultural Education Majors" (Deeds, Hash); "Comparison of the Academic Preparation and Performance in College of Agricultural Education Majors and Other Agricultural Majors" (Raven, Warmbrod); "Comparison of Perceptions of Secondary Agriculture Teachers, Superintendents, Principals, and School Board Presidents on Barriers which May Impede Change in Secondary Agriculture Education Programs" (Dillon); "Ethnographic Approach to Assessing Excellence in Agricultural Education" (Wardlow et al.); "Exemplary Secondary Agricultural Education Programs" (Migler et al.); "High School Agriculture Program Completers and Their Success in College" (Riesenberg, Lancaster); "High School Students' Perceptions of Agriculture and Careers in Agriculture" (Orthel et al.); "Identification of Teaching Techniques, Strategies and Styles for Use with Special Needs Students Enrolled in Vocational Agriculture" (Conroy, Baggett); "The Induction Year" (Mundt); "Instructional Approaches Used by Extension Agents, Adult Instructors, and Secondary Teachers to Teach Farmers" (Bouare, Bowen); "Interaction of Secondary Agriculture Teacher Health and the School as a Workplace" (Westrom, Lee); "Learning Blocks that Reduce Agricultural Student Achievement" and "Learning Strategies that Agricultural Students Use Successfully and Unsuccessfully" (Barrett, Zamani); "Mentor Teachers' Perceptions of the Mentoring Experience" (Simon); "Mentoring: Is It an Effective Orientation Procedure?" (Clark, Zimmer); "Relationship between Mentoring and Career Development of Agricultural Education Faculty" (Eastman, Williams); "Science-Related Objectives Taught in the Advanced Program of Vocational Agriculture in Louisiana" (Moss); "Student and Parent Images of Vocational Education Offerings" (Rossetti); "Using Selected Academic Variables to Predict Student Performance on the National Teacher Examinations" (Jewell); "Validation of Research Priorities for Adult Education in the North Central Region" (Birkenholz et al.); and "Making a 'Mess' of Research in Agricultural Education" (Miller). (KC)

ED 328 798 CE 057 023

Black, Stephen; And Others

The Illiteracy Myth. A Comparative Study of Prisoner Literacy Abilities.

Technology Univ., Sydney (Australia).

SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.

PUB DATE- Jul 90

NOTE- 28p.; New South Wales Dept. of Corrective Services provided additional funding to facilitate the project.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adult Literacy; Adult Reading Programs; Adults; Basic Skills; Correctional Education; Educational Improvement; Females; Foreign Countries; *Functional Literacy; Functional Reading; *Illiteracy; Males; Mathematics Skills; National Surveys; *Prisoners

IDENTIFIERS- *Australia (New South Wales)

Illiteracy is seen to be a feature of the Australian prisoner population. This belief has remained largely untested. A study compared the literacy abilities of prisoners to those found in the adult general population. Additionally, the study compared male and female prisoner literacy abilities. Assessments were made on a profile of literacy abilities of prisoners, and comparisons were made with those found in the adult general population using a national survey instrument. Tasks were identified in three main dimensions: document literacy, prose literacy, and quantitative literacy. An interview questionnaire surveyed 97 male and 95 female New South Wales prisoners on both background and literacy and numeracy related tasks. Comparative data were outlined based on mean scores and comparative percentages of correct responses on each item within the three literacy dimensions. Evidence presented strongly contradicts the prevailing views. On some of the literacy items, the prisoner samples actually performed better than the national survey counterparts. Generally, prisoners did as well as their national survey counterparts; findings indicated serious literacy problems that require an educational response, which is also true of the general community. Percentage differences between male and female prisoners appeared very small. (Appendices itemize correct responses and present literacy sample items. A list of 24 references is included.) (NLA)

ED 328 830 CG 023 136

Sears, Susan Jones; Coy, Doris Rhea
The Scope of Practice of the Secondary School Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Consultation Programs; *Counselor Role; Counselor Teacher Cooperation; Curriculum Design; *Developmental Programs; Group Counseling; Guidance Programs; Models; *Professional Recognition; *Program Design; Program Development; Program Evaluation; *School Counseling; Secondary Education
IDENTIFIERS- *Comprehensive Guidance Program Model (Gysbers); Empowerment; ERIC Digests

This digest discusses the scope of practice of the secondary school counselor in today's school, citing Norman Gysbers' Comprehensive Guidance Program Model as an approach to developmental counseling which empowers counselors to define their own scope of practice, and thereby effectively address the needs of their students. (TE)

ED 328 894 CS 010 423

Byrne, Shirley M., Ed.; And Others
Kids Helping Kids Readathon, Grade 7.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 34p.; For other booklets in this series, see CS 010 415-424.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Children; Diseases; *Fund Raising; Grade 7; *Hospitals; Junior High Schools; Parent Child Relationship; Parent Participation; *Physical Health; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for seventh graders by educators. The stories are about: young people with chronic conditions such as diabetes and epilepsy; accidents and accident prevention; children's reactions to various hospital experiences as well as to serious illnesses and deaths; attitudes toward personal differences caused by physical disabilities, birth defects, etc.; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes and are intended to help integrate the language arts, social studies, health, and creative arts. (SR)

ED 328 925 CS 507 381

Dudczak, Craig A.; Day, Donald

The Impact of Paradigm Consistency on Taxonomic Boundaries in CEDA Debate.

PUB DATE- Nov 90

NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; *Debate; *Evaluation Criteria; *Judges; *Models; Questionnaires; Speech Communication; Surveys

IDENTIFIERS- Cross Examination Debate Association; *Judge Philosophy Statements; Paradigmatic Responses; Paradigm Shifts

A study reported on two experiments which addressed the question of whether debate judges do as they say they will with regard to the advent of judge philosophy statements. The larger goal of the combined experiments was to discover whether: (1) judging paradigms operate meaningfully in Cross Examination Debate Association (CEDA) debate and (2) what elements these paradigms contain. The first experiment analyzed the correspondence among critic preferences expressed through 23 judge philosophy statements, responses to a survey instrument, and comments/decision criteria expressed on debate ballots. The second experiment analyzed the consistency between 39 critics' responses to a questionnaire and their evaluations on the template portion of ballots. Three research questions and nine hypotheses were studied in these two experiments. Results showed little reliability for the questionnaire as a predictor of critics' ballot behavior. Paradigm preferences showed limited association between professed paradigms and subsequent ballot behavior. Results also indicated that traditional paradigms largely overlap each other, reducing paradigm distinctiveness. The nine hypotheses showed limited, insignificant differences between critics grouped by metaparadigm categories. (One figure and five tables of data are included. Appendixes include: Syracuse debate union judging criteria questionnaire, coding categories for ballot comments, and judge philosophy coding categories. Seventeen references are attached.) (MG)

ED 328 956 EA 022 639

Bainbridge, William L.
School Choice: What Parents and Corporations Want.
Public Priority Systems, Inc., Westerville, OH.
PUB DATE- 25 Jan 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwest Suburban Superintendents (Marco Island, FL, January 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Environment; Elementary Secondary Education; Institutional Characteristics; Parent Aspiration; *Parent Participation; Residential Patterns; *School Choice; School Demography; School District Size; School Location; School Size; *School Statistics
IDENTIFIERS- *SchoolMatch

The increased mobility of the American population combined with the school choice movement has contributed to increased consumerism in parents' selection of schools. A consulting firm program, "SchoolMatch," matches information from databases on public and private schools with information from questionnaires of clients, which include expanding corporations and relocating families. Findings relevant to educational policy makers show that parents most frequently request information on small class size, competitive teacher salaries, family-oriented communities, medium-sized school systems, and pupil instruction expenditures. The continued trend in educational consumerism is identified as a product of the intensified business school relationship, growing school choice movement, increased parental demand for special programs, and increased school district interest. One table summarizes the 1990 mean responses of parents' school choice preferences and a brochure presents national averages on enrollment, class size, academic performance, elementary accreditation, award-winning schools, district expenditures, and other school system demographics. (22 references) (LMI)

ED 329 051 EC 300 044

Dangel, Harry L.; And Others

The Educational Needs of Parents of Handicapped Students.

PUB DATE- 88

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Rearing; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Needs Assessment; *Parent Attitudes; Parent Child Relationship; *Parent Education; State Surveys; Workshops

IDENTIFIERS- *Georgia

A Georgia survey during the 1988 Individualized Education Program (IEP) review process examined the educational needs of parents of handicapped children. Returned surveys (N=990) indicated parents felt needs for help with the following: motivating children; having children take responsibility; and developing learning activities to support school work. Items specifically related to special education (e.g., developing IEPs) were seldom selected as an area of training need. Eleven percent of the parents indicated that they had attended a workshop for parents within the past 12 months, and 81% of these parents indicated that the workshop was excellent or good. Tables detail survey findings. (24 references) (DB)

ED 328 755 CE 056 955

Education for Employment: What's Working? What's Not? (Public Hearings Report). Report 19.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 8 Mar 89
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Articulation (Education); Cooperative Programs; Coordination; Curriculum Development; Delivery Systems; Educational Administration; Educational Finance; *Education Work Relationship; Hearings; Inservice Teacher Education; *Job Training; Labor Market; Leadership; Postsecondary Education; Private Sector; Program Development; *Regional Planning; Secondary Education; Shared Resources and Services; State School District Relationship; Statewide Planning; Student Personnel Services; Student Transportation; Teacher Participation
IDENTIFIERS- *Illinois

This report identifies aspects of Illinois' regionalization plan and includes 11 major topics: (1) education for employment policy; (2) definition of schooling; (3) articulation, coordination, cooperation; (4) sharing resources; (5) student services and access; (6) teacher involvement and inservice education; (7) labor market information, instruction, and evaluation; (8) curriculum renewal; (9) financial resources; (10) private sector involvement; and (11) state administration and leadership. For each topic, information is provided on the following elements: (1) the Illinois Council on Vocational Education's analysis of problem elements, objectives, and evident impact; (2) interpretation of activities described and examples of testimony presented at a formal public hearing; (3) suggested actions; and (4) a summary of progress. The report notes support for regional planning and cooperating among secondary districts and cooperation and articulation between postsecondary and secondary providers. Concerns addressed include: (1) the addition of another layer of administrators in the delivery system; (2) the quality of administration in the new layer; (3) lack of clear funding structure for the future; (4) the funding level; and (5) time constraints on students due to transportation and educational requirements. The report recommends that state leaders identify problem areas, provide additional assistance and direction in these areas, and encourage dissemination of positive results that are taking place. A list of public hearing participants is included. (NLA)

Khaleel, Ibrahim A.
Providing an Avenue for Individual Enhancement: The Challenge for Vocational-Technical Education and Training in Nigeria.
PUB DATE- 3 Dec 90
NOTE- 18p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Cincinnati, OH, November 30-December 4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Change; Economic Climate; Educational Change; Educational Objectives; Educational Strategies; Foreign Countries; Government School Relationship; *Indigenous Populations; *Labor Force Development; Political Influences; Postsecondary Education; Secondary Education; Social Environment; *Technical Education; *Vocational Education
IDENTIFIERS- *Nigeria

Nigeria's social and economic conditions at and after independence necessitated changes in educational and employment policy. At independence, in 1960, unification and economic development were necessary to galvanize the country's direction. Control and domination of the economy by foreigners deprived the country of the development of an indigenous labor force. In addition, the education system was not responsive to the country's needs. Changes in the world economy, technology, and politics required Nigerians to be competitive. Nigeria established five efforts to train indigenous workers. The Industrial Training Fund promoted the acquisition of skills. The National Policy on Education stipulated the definitions, aims, and objectives of education. The National Board of Technical Education advised the government on matters concerning education, determined labor needs, established standard skills needed and methods of student assessment, and distributed information. The Structural Adjustment Program increased agricultural production and revived Nigeria's economy. The National Policy on Science and Technology emphasized science and technology in order to transform resources into goods and services. Vocational-technical education and training need to have varying strategies. At the national level, strategies include: (1) quality programs; (2) delivery systems; (3) concept-oriented curriculum; (4) positive image; (5) teacher training; (6) national standards; (7) available funds; and (8) program enhancement. At the international level, strategies include: understanding programs; interaction through conferences, visits, and workshops; and nation building. (16 references and 2 tables are included.) (NLA)

ED 328 813 CG 023 119

Calicchia, John A.; And Others

Predicting Dangerous Juvenile Inpatients: The Ecological Validity of Cognitive Controls.

PUB DATE- Aug 90

NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Cognitive Measurement; *Cognitive Processes; *Delinquency; Evaluation Methods; Juvenile Courts; *Mental Disorders; *Predictive Validity; *Violence

IDENTIFIERS- *Cognitive Control Battery

Psychologists and psychiatrists are regularly used during civil commitment and other hearings to prognosticate dangerousness for the courts. In this process, the judiciary has shown almost complete deference to the recommendations of forensic specialists despite a number of early studies that did not support a clinician's ability to predict violence. This study examined if the Cognitive Control Battery (CCB) can contribute to discrimination in a model that includes known predictor variables and if the CCB can discriminate violent juveniles based upon actual episodes of violence. A stepwise discriminant analysis was used on a calibration sample (N=175) of dangerous and non-dangerous juvenile inpatients. Forty-five demographic, psychosocial, and cognitive variables were employed. The resulting statistical model was cross-validated on the remainder of the sample (N=175). Results indicated that 58.6% of the cross-validation sample was correctly classified. Moreover, the CCB demonstrated that dangerous youths processed aggressive/neutral stimuli differently than non-dangerous youths. Results did not suggest that cognition (or type of cognitive style) could be viewed as a cause of violence. Recent advances in cognitive psychology (e.g., the CCB) may assist policymakers, judges, and forensic clinicians to make more informed choices concerning dangerous juvenile inpatients. (ABL)

ED 328 847 CG 023 153

Bianchi, Suzanne; McArthur, Edith

Family Disruption and Economic Hardship: The Short-Run Picture for Children.

Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jan 91
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Divorce; Economic Change; *Economic Impact; Economic Status; Family Financial Resources; *Family Income; *Family Structure; Heads of Households; *One Parent Family
IDENTIFIERS- Survey of Income and Program Participation

Because of the high incidence of divorce and increase in the proportion of births to unmarried women, more children are spending at least a portion of childhood living with only one parent. This study uses data from the 1984 Panel of the Survey of Income and Program Participation (SIPP), to address the relationship between family structure and the economic well-being of children. Results suggest that family income available to children drops by 37 percent immediately following loss of a father. The economic differences between children who experience family disruption and those who do not result from two factors: the economic hardship brought on by a father's departure and the fact that economic disadvantage tends to precede family disruption. In addition, children who experienced a marital disruption were better off after the disruption than those who were in one-parent families throughout the period. Similarly, children whose mothers were observed to remarry or reconcile were better off while they lived in single parent families than children who lived with their mother only throughout the panel. (Extensive appendices are included on the SIPP program, with 15 tables; 13 tables appear in the text.) (LLL)

ED 328 879 CS 010 405

Cloer, Thomas, Jr.; McNeely, Thomas

Examining Transmitters of Literacy: Factors Related to Performance on the NTE Test of Professional Knowledge.

PUB DATE- Dec 90

NOTE- 32p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Evaluation; Higher Education; *Predictor Variables; Professional Development; *Reading Teachers; Teacher Certification; Teacher Education; *Test Validity; Undergraduate Students

IDENTIFIERS- Assessment of Performance in Teaching; Furman University SC; *National Teacher Examinations; *Variables

A study examined the relationship of independent variables to scores on the National Teacher Examinations Test of Professional Knowledge (TPK) to determine the best combination of predictor variables to account for variance on the TPK. Data were elicited from 202 undergraduate students at Furman University who had already taken the TPK and were currently enrolled in the teacher education curriculum. Twenty independent variables were selected from scores on the Scholastic Aptitude Test, high school class rank, grade point average, grades from college courses, scores on the Education Entrance Exam (a basic skills examination for future teachers), and results from the Assessment of Performance in Teaching (a state-mandated classroom observation instrument used with student teachers). Results revealed that the TPK measures the ability to take verbal tests more than anything else, and that professional knowledge as measured by this test is best predicted by another NTE test. Results also revealed the following: (1) SAT verbal scores alone account for approximately 35% of the variance on the TPK; (2) grades in certain courses are significantly related to TPK performance, but all the best grade predictors, including overall cumulative grades, do not account for as much of the variance as the SAT verbal score; and (3) by adding courses that have a high relationship with performance on the TPK, only 5% more of the total variance is accounted for. (Three tables of data are included; 15 references are attached.) (KEH)

ED 328 972 EA 022 678

Quality Programs and Practices; Educational Information Center.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Oct 90
NOTE- 145p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Improvement; *Educational Innovation; *Educational Practices; *Educational Quality; Elementary Secondary Education; High Risk Students; Indexes; *Instructional Innovation; Literacy; Parent Participation; Preschool Education; Program Descriptions; Public Schools; School Districts; *School Effectiveness; State Departments of Education
IDENTIFIERS- *Arizona

Since 1981, the Arizona Department of Education has coordinated the identification and dissemination of innovative programs and practices. A committee reviewed hundreds of submissions during the past 3 years and selected over 200 entries published in this catalogue as the best. Quality programs are broad in scope, time, and number of people involved. Each program must have been in operation for at least 2 years and be worthy of duplication. Quality practices are limited in scope, have been effective in a particular setting or for a particular problem or purpose, and have been in operation for at least 1 year and can be successfully duplicated. Each section is in alphabetical order by the school district of the originator, and a subject index has been provided for the entire catalogue. Programs in literacy, parent involvement, and students at risk of not succeeding in school have been labeled in italics and are shown in boldface type in the subject index. Each quality program entry includes a description, type of program, level, target audience, site, success indicators, and contact person. Each quality practice entry includes a description and a contact person. (MLF)

ED 328 989 EA 022 699

Barry, Michael; Olson, Arthur
A Study of Teacher Image: Implications for School Administrators.
PUB DATE- Nov 90
NOTE- 18p.; Paper presented at the Southern Regional Council on Educational Administration (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Comparative Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; *Self Esteem; *Self Evaluation (Individuals); Teacher Administrator Relationship; *Teacher Attitudes; Teacher Improvement; Teacher Morale; *Teachers
IDENTIFIERS- Ireland; United States

This study describes the mental images conjured up by the word "teacher" in two different cultures asks the following questions: How does the composite rating of the image of teachers compare between countries? and How are teachers rated in comparison to other occupations? Two instruments consisting of a 30-item attitude scale and a ranking of significant occupations were administered to 224 United States and 233 Irish teachers and prospective teachers. Significant differences exist in the way the respective cultures evaluated teaching as measured in the study. In ranking professions, elementary teachers ranked the same in the two samples while secondary teachers ranked higher in Ireland. Extensive tables of results are given. Suggestions to school administrators for improving the image of teachers are included; for example, administrators should know how teaching ranks among other professions and be aware that many teachers feel their profession is not as important as others. A review of literature about the teaching personality, teaching role, and cultural images of teaching in the United States is included. (29 references) (EJS)

ED 329 004 EA 022 728

Williamson, Ronald; Johnston, J. Howard

Planning for Success: Successful Implementation of Middle Level Reorganization.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- 91

NOTE- 96p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Change Strategies; Cooperative Planning; Dissent; *Educational Planning; Intermediate Grades; Junior High Schools; *Middle Schools; Program Development; Program Implementation; Resistance to Change; School Community Relationship; *School Organization; *School Restructuring; Teacher Transfer

IDENTIFIERS- *Ann Arbor Public Schools MI

Drawing on the experience of public schools in Ann Arbor, Michigan, this document details a planning model and process of middle level reorganization. Following an examination of the impetus for change and how recent changes in the nation's economy, demographics, and family structure have shaped the context for educational change, collaborative planning for middle level reorganization is explored in terms of necessary preliminary steps, forms of participation, district planning, and school-based planning. Second, strategies for ensuring that all school and community segments are informed about the implementation of new programs are discussed, and the functional role of dissent is explored with attention given to ways of dealing with dissent. The development of support activities focused on the needs of the staff, students, and parents during the transition is explored, and strategies for dealing with possible pitfalls such as loss of commitment and teacher dissent are suggested with emphasis on the importance of clear planning and evaluation. A planning checklist, middle school philosophy, parent survey, student survey, pilot evaluation form, implementation plan, communication schedule, and decision matrix are appended as well as information on the teacher transfer process, the developmental needs of middle level students, and professional organization contacts. (CLA)

ED 329 005

ED 329 020 EA 022 777

Duttweiler, Patricia Cloud; Mutchler, Sue E.

Cultural Misalignment and Emerging Paradigms. Insights on Educational Policy and Practice Number 24.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 90

NOTE- 6p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- American Indian Education; Black Education; *Cultural Differences; Cultural Interrelationships; Economically Disadvantaged; *Educational Change; Educational Environment; Educational Principles; Elementary Secondary Education; Futures (of Society); Hispanic Americans; *Minority Groups; Teacher Expectations of Students; Values

Societal changes of the past three decades call for a fundamental change in the structure of the educational system and in the culture of schooling. Disadvantaged African Americans, Native Americans, and Latinos, in particular, historically have suffered from the cultural misalignment of home, school, and community. The reform of educational culture that must take place in order to allow educationally and economically disadvantaged students to achieve their potential will be facilitated by the emerging new paradigms of society that emphasize the existence of multiple perspectives; the multiple linkages between, and the interdependence of, the various factors within the educational environment; and shared leadership. (Nine references) (CLA)

in attitudes was found. (KC)

ED 328 670 CE 056 229

Rumberger, Russell W.; Levin, Henry M.
Computers in Small Business.
Institute for Enterprise Advancement, Washington, DC.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Computer Oriented Programs; *Computers; *Computer Software; Entrepreneurship; *Small Businesses; *Work Attitudes

A survey was administered to a sample of about 10,000 members of the National Federation of Independent Business in 1985 to ascertain a variety of information about the use of computers in the nation's small businesses, including the extent of their use, training needs of users, and impacts and benefits. Major findings summarized from the 2,813 usable questionnaires returned include the following: (1) 40 percent of small businesses have acquired computers, with 95 percent of businesses having more than 100 employees having them; (2) no single computer manufacturer dominates the small business computer market--most popular brands are IBM, Radio Shack, and Apple; (3) small businesses with computers have invested more than $36,000 in computer hardware and software; (4) the most common uses of computers in small businesses are word processing and accounting; (5) small businesses that have not acquired computers cite cost as the main factor discouraging them from purchasing computers; (6) most small business owners who have acquired computers believe they are easy to learn to use; (7) small businesses rely on a variety of means to learn to use computers; (8) small business owners cite a number of benefits from using computers, such as improving productivity, making work easier, improving work quality, and reducing work time; (9) many small businesses report having problems with their computers; and (10) overall, the vast majority of small business owners with computers are satisfied with them. (The document includes 29 tables, a description of the survey sample, and a copy of the questionnaire.) (KC)

ED 328 713 CE 056 875

Jaffee, Kim
Drunken Driver Education and Rehabilitation in Massachusetts. FY '89.
Massachusetts State Dept. of Public Health, Boston.
PUB DATE- Sep 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Correctional Education; *Driver Education; *Driving While Intoxicated; Participant Characteristics; *Recidivism; *Rehabilitation Programs; Residential Programs; *State Programs
IDENTIFIERS- *Massachusetts

In Massachusetts, rehabilitation opportunities are graduated, increasingly intensive, and determined by the number of prior convictions for driving under the influence of liquor (DUIL). Convicted first offenders may choose participation in a 40-hour educational rehabilitation program. Individuals convicted of a second DUIL offense may participate in a 14-day residential treatment program. During fiscal year 1989, the 42 driver alcohol education (DAE) programs for first offenders admitted 16,751 clients, a decrease of 12 percent from fiscal year 1988. Client characteristics remained stable, although first offender drunken driver programs have increased services to women and minorities since fiscal year 1985. Three 14-day residential treatment programs for second offenders admitted 3,995 clients during fiscal year 1989, a decrease of 7 percent from fiscal year 1988. Admissions decreased 29 percent since fiscal year 1986. Client characteristics changed little during the past several years. Breathalyzer test refusals increased for both first and second offenders. Clients admitted to first offender DAE programs were more likely to be women and to be employed than those admitted to second offender programs. Clients in second offender programs showed greater cocaine and marijuana use. (YLB)

ED 328 941 EA 021 791

Plavko, Marsha A.; Daresh, John C.
The Journey toward Educational Leadership: Reflective Voyages of Four Teachers.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Case Studies; College School Cooperation; *Educational Innovation; *Experiential Learning; Higher Education; *Leadership Training; *Professional Development; Schools of Education
IDENTIFIERS- *Reflective Thinking

Recent research has suggested that administrator preparation programs based exclusively on university courses are not very effective. Individuals progressing through innovative programs allowing greater opportunities for reflection and collaborative school/university activities should be better prepared to deal with the complex issues facing future educational leaders. This paper reviews a recent study examining the personal and professional transition of four experienced classroom teachers who participated in experiential and reflective leadership programs sponsored by the Danforth Foundation and two different universities during the 1988-89 academic year. Each participant was interviewed three times during the year. Witnesses to the transitional process (teacher colleagues, mentor administrators, social friends, and family members) were also interviewed. Participants were asked to maintain logs of insights and feelings experienced during the program. All four teachers indicated that tremendous personal and professional growth had occurred as a result of participating in the program. Three participants were less inclined to seek formal administrative positions after participating in the program. However, all four were open to pursuing formal positions at some future time. All four reported a more positive view of administration and referred to themselves as leaders. Those that remained teachers are serving as team leaders, committee chairs, and assuming other leadership positions not previously open to them. (Five references.) (MLH)

Larson, Sheryl A.; Lakin, K. Charlie
Parent Attitudes about Their Daughter's or Son's Residential Placement before and after Deinstitutionalization.
Minnesota Univ., Minneapolis. Research and Training Center on Community Living.
PUB DATE- Nov 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Attitude Change; Community Programs; Deinstitutionalization (of Disabled); Group Homes; Institutionalized Persons; *Mental Retardation; Meta Analysis; *Parent Attitudes; Participant Satisfaction; Placement; *Place of Residence

The report summarizes 27 research studies which examined the attitudes and perspectives of parents of currently or formerly institutionalized people with mental retardation concerning movement from institutional to community placements. Several trends were evident. Parents whose offspring were living in institutions at the time of the survey were overwhelmingly (90%) satisfied. Parents whose offspring had moved from institutions to small community settings were very positive (over 80%) about the new community settings. Finally, the mean level of satisfaction with the institution for retrospective studies (after movement to the community) was only 52.3%. Results are summarized in seven tables: (1) parent attitudes about residential placement--parents surveyed during institutional placement; (2) parent attitudes about residential placement--parents surveyed during community placement; (3) parent attitudes about residential placements--parents sampled during institutional and community placement; (4) reasons for parental opposition to deinstitutionalization; (5) continuing concerns about community settings; (6) positive outcomes related to community placements; and (7) ways to facilitate parental satisfaction with the deinstitutionalization process. (35 references) (DB)

ED 329 052 EC 300 045

Berney, Tomi D.; Adelman, Deborah

Career Education and Learning Strategies: Project CELSIM, 1988-89. Evaluation Section Report. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Career Education; Computer Literacy; Counseling Services; English (Second Language); Extracurricular Activities; High Schools; Inservice Teacher Education; *Language Handicaps; *Learning Strategies; *Limited English Speaking; Program Evaluation; Spanish Speaking; Special Education; *Supplementary Education

Project CELSIM (Career Education and Learning Strategies Implementation Model) had as its primary goal the provision of supplemental bilingual special education with a particular emphasis on the acquisition of learning strategies. The learning strategies approach was designed to improve cognitive functions, infuse career awareness, and help students understand the cultural dimensions of the workplace, as well as to identify specific areas of career interest. The program included computer literacy and extracurricular activities such as trips and guest speakers. The project served 137 Spanish-speaking special education students of limited English proficiency. Project CELSIM met its objectives for staff development, counseling, career education, and Native Language Arts, but failed to meet its objectives for content area subjects, attendance, or curriculum development. The English-as-a-Second-Language objective could not be assessed. This evaluation report describes the evaluation methodology, the project's implementation and attainment of objectives, outcomes, and conclusions and recommendation. (JDD)

ED 329 067 EC 300 061

Office of Maternal and Child Health Active Projects FY 1990. An Annotated Listing.

National Center for Education in Maternal and Child Health, Washington, DC.

PUB DATE- 90

NOTE- 251p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adolescents; Children; *Disabilities; *Federal Aid; *Health Services; Infants; Mothers; Program Descriptions; *Special Health Problems

IDENTIFIERS- *Office of Maternal and Child Health

This monograph lists 500 projects receiving federal funding at the beginning of 1990 from the Office of Maternal and Child Health. For most projects the following information is provided: title, address, phone number, name of a contact person, project start and end dates, and a brief description. Projects are grouped into the following categories: maternal health; infant health; child health; children with special health needs; adolescent health; and general program concerns. Indexes are provided by project title, grantee name, geographical location, and subject. (DB)

(YLB)

ED 328 699 CE 056 834

Advanced Certification Program for Computer Graphic Specialists.
Final Performance Report.
Parkland Coll., Champaign, Ill.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- 90
NOTE- 12p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; *Computer Graphics; *Computer Oriented Programs; *Computer Science; Internship Programs; Program Development; Program Implementation; *Student Certification; Technological Advancement; Two Year Colleges; *Visualization
IDENTIFIERS- *Parkland College IL; Partnerships in Education

A pioneer program in computer graphics was implemented at Parkland College (Illinois) to meet the demand for specialized technicians to visualize data generated on high performance computers. In summer 1989, 23 students were accepted into the pilot program. Courses included C programming, calculus and analytic geometry, computer graphics, and computer ethics. During their second semester, students participated in internships. The final program that was developed was a 2-year visualization computer graphics specialist program for an Associate in Applied Science degree. After the conclusion of the original 1-year grant, a summer extension was funded. During summer 1990, 10 students participated in summer internships. Four of them worked together on a project for Motorola, a corporate partner of the National Center for Supercomputing Applications. These students created a program to convert data from an electromagnetic field created by a dipole in free space into images. Thirteen students also attended the SIGGRAPH convention. The quality of the program was demonstrated by success in job placement. Two organizations hired additional scientific visualization specialists just months after hiring a first. The greatest concern of the program was recruitment of new students. (An attached article describes students' experiences in the program.) (YLB)

ED 328 742 CE 056 927

McNelly, Don; And Others
Students' and Parents' Perceptions about Working Part-Time during the School Year in Tennessee Public High Schools.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Sep 90
NOTE- 240p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cooperative Education; Education Work Relationship; High Schools; *High School Students; *Parent Attitudes; *Part Time Employment; Rural Education; *Student Attitudes; *Student Employment; Taxes; Urban Education; *Work Attitudes
IDENTIFIERS- *Tennessee

A study was conducted to secure baseline data on Tennessee public high school students working during the school year, to ascertain and compare the students' and parents' opinions on a 31-item questionnaire, and to project the earnings and sales tax contributions of the students. A predetermined sample size was established in order to infer the study's results for the entire state. The Tennessee Secondary Students' Employment Survey resulted in usable responses from a total of 1,980 students (54%) and 1,056 parents (31%). Some of the findings of the study were as follows: (1) in general, both parents and students had positive attitudes about students' part-time employment; (2) both parents and students felt that student employment helped students to manage their money and time, make realistic career decisions, and learn what employers want; (3) most parents thought that student employment should be limited to 20 hours or fewer during the school year, but students did not; (4) students did not think working more hours would hurt their grades, but parents thought more than 20 hours per week would have a negative effect on students' grades; (5) students who worked in cooperative education had more positive attitudes and earned more money than those who did not; (6) significant differences were found between students' and parents' attitudes for coop and non-coop students and for rural and urban students; and (7) working students contributed more than 14 million dollars in state and local taxes in Tennessee. (Report includes 29 tables, 49 references, the survey form, and a summary of item responses.) (KC)

Zornitsky, Jeffrey; And Others
Worker Mobility in the U.S. Economy. Executive Summary. Research Report Series RR-86-24.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Feb 86
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Adults; *Career Change; *Dislocated Workers; Economic Change; Employment Patterns; Job Layoff; *Labor Market; Labor Needs; Labor Turnover; *Occupational Mobility; Public Policy; *Relocation

A study conducted as part of a project concerned with the increasing internationalization of the U.S. economy addressed three questions: (1) whether the rate of worker mobility kept pace with changing labor demand, and if not, what strategies might be used to increase it; (2) when faced with dislocation, whether workers responded by migrating and/or changing occupations; and (3) how adequate were existing federal policies for facilitating worker mobility. Findings indicated that even though economic changes were accelerating, worker mobility may have declined since the first half of the 1970s. Three factors that contributed to the decline were limited earnings payoffs associated with geographic migration, rising housing costs, and increased labor force participation of married women. Displaced workers were much more likely to migrate than other workers. An analysis of government policies aimed at facilitating worker mobility led to three conclusions: (1) relocation assistance, although authorized by the Job Training Partnership Act and the Trade Adjustment Assistance Act was not extensively used; (2) increased emphasis on experimental designs to evaluate program options is needed to develop an effective mobility strategy; and (3) programs operated under differing administrative and planning guidelines and did not form a consistent strategy. (A table of contents for a longer report on which this summary is based is appended.) (YLB)

ED 328 831 CG 023 137

A Beginning for a New Elementary Counselor.
South Carolina State Dept. of Education, Columbia. Curriculum Development Section.
PUB DATE- 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accountability; *Counseling Objectives; Counseling Services; *Counselor Role; Counselor Teacher Cooperation; Elementary Education; *Elementary Schools; Group Counseling; Guidance Centers; Guidance Programs; *Program Development; Public Relations; *School Counselors; State Curriculum Guides; State Programs; Testing
IDENTIFIERS- *South Carolina

This booklet, issued by the South Carolina State Department of Education, provides a step-by-step plan of action to assist new counselors in organizing an elementary guidance program. After a statement of basic guidance goals and a list of counselor program objectives, the booklet consists of the following sections: (1) a brief summary of the state's Guidance-by-Objectives model and the role of the guidance counselor in implementing this model; (2) advice on meeting with the principal, teachers, and support staff before school begins and sample outlines for elementary classroom orientation activities; (3) preparation of the guidance office; (4) advice for the first week of school; (5) public relations activities; (6) counselor activities, e.g., classroom presentations, small groups, individual counseling, and inservice; (7) the parent conference; (8) special guidance events; (9) testing; and (10) accountability. (TE)

ED 328 864 CG 023 172

Geis, Robyn Lisa Bettenhausen
Family Relationships and Childhood Depression: A Review of the Literature.
PUB DATE- Jun 90
NOTE- 47p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Children; *Depression (Psychology); Emotional Problems; Family (Sociological Unit); Family Environment; *Family Relationship; *Theories; Therapy

Researchers have postulated that depression is the result of a number of factors. Theories include genetic, biological, psychoanalytic, behavioral, cognitive, and/or social stress factors as possible causes. Although all of these factors may be involved, the family is the setting in which the risk factors are actualized. Family factors have long been studied as relevant to the development of depression. A research review was conducted to examine the effect of family structures or relationships on the development of depression in children. The review, which focused on family characteristics that have been found to be empirically and theoretically related to the development of depression, found that multiple family factors may lead to the development of childhood depression. Depression has been demonstrated to be correlated with several family characteristics, suggesting that many components of family relationships may be responsible for the development of depression in an individual. Enmeshed families, triangulation, less rewarding and insensitive parents and role reversals all correlated with the development of depression in parent/child relationships. Families where there is marital instability, single-parent families, and families with a depressed parent or other family member were all found to be families at high risk for developing depression in their children. Structural family therapy, marital therapy and individual therapy are recommended as possible avenues for depressed individuals. (BHK)

ED 328 895   CS 010 424

Byrne, Shirley M., Ed.; And Others
Kids' Helping Kids Readathon, Grade 8.
Kosair Children's Hospital, Louisville, KY.
PUB DATE- 90
NOTE- 40p.; For other booklets in this series, see CS 010 415-423.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Accidents; *Child Health; Children; Diseases; *Fund Raising; Grade 8; *Hospitals; Junior High Schools; Parent Child Relationship; Parent Participation; *Physical Health; *Reading Comprehension; Reading Processes; *Reading Programs; Writing Processes

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for eighth graders by educators. The stories are about: effects of teenage drug and alcohol use/abuse; accidents and accident prevention; the loss of a father to cancer; a sister's reaction to her small brother's leukemia; an adventurous boy's apparent suicide; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes and are intended to integrate the language arts, social studies, health, and creative arts. (SR)

ED 328 910 CS 211 987

Gullette, Margaret Morganroth

Safety, Risk, and Recovery: Women and Men as Parents in Contemporary American Fiction. Working Paper No. 179.

Wellesley Coll., Mass. Center for Research on Women.

PUB DATE- 88

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- *Aging (Individuals); Children; *Death; Literary Criticism; Literature Appreciation; *Novels; Parent Child Relationship; *Parent Responsibility

IDENTIFIERS- *Contemporary Literature; Plot (Fiction)

In contemporary American fiction, children are still dying. On the scale of innocence and guilt, there is a complete range, in 13 contemporary novels studied, from cases where the parents are clearly "innocent," to cases where they are clearly guilty. The novels are not about the children but instead are about the fictional midlife character who stands in for the reader. These plots are fundamentally about aging. Children have become signs of the burdensome responsibility of adulthood, and novels about the death of children reflect or utilize great anxiety about parenting. Plots in which children die emphasize the vulnerability of children in order to heighten the sense of risk for their parents. In these fictions, the most anxious parents are the very ones who kill their children. These novels can be divided roughly into two camps: recovery novels and decline novels. Recovery novels value memory; they trust the process of healing that occurs over time. The decline narrative is not heavy on expository comment but it implies decline by various narrative strategies. Time is a friend in recovery novels, but friendship can work slowly. One way recovery novels differ among themselves is in showing how active a character can be in reducing grief, regaining control, and restoring self-esteem. The decline novel maximizes shock, helplessness, guilt, and loss as the content of adulthood, making this type of novel appear timeless and irreversible. (Fifteen endnotes are included and a 13-item bibliography is attached.) (MG)

ED 328 926   CS 507 390

Edwards, Peter
Listening: The Neglected Language Art.
PUB DATE- Mar 91
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Communication Skills; *Curriculum Development; Elementary Secondary Education; Individual Development; *Listening; *Listening Skills; Literacy; *Public Schools
IDENTIFIERS- *Listening Strategies; Listening Theory

A number of educators have expressed concern over the poor quality of listening skills exhibited by United States public school students. Furthermore, there is concern regarding "automaticity," or "passive" listening, which involves the perception of sounds without understanding. Not until a 1978 amendment to the Elementary and Secondary Education Act was listening (along with speaking) added to reading, writing, and arithmetic as a determinant of literacy and basic competency. Professional research and literature suggest that listening continues to be a neglected skill. To improve the teaching of listening in schools, it has been suggested that children be trained in three ways: (1) to concentrate on body language and gestures to enhance attention; (2) to practice techniques to overcome negative attitudes toward listening; and (3) to learn to identify important aspects of a speaker's material. Children should be involved in listening exercises and real-life experiences. Students can be presented with situations in which they must listen and understand to perform a task. Listening programs must be integrated as a vital part of language arts in all content areas in a similar way to reading. This will incorporate listening as a major communication skill in all facets of learning. (Two figures and one table are included; 16 references are attached.) (SG)

ED 329 083 EC 300 079

Skarnulis, Edward, Ed.; Lakin, Charlie, Ed.
Consumer Controlled Housing. Feature Issue.
Minnesota Univ., Minneapolis. Inst. on Community Integration.; Minnesota Univ., Minneapolis. Research and Training Center on Community Living.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adults; Delivery Systems; *Developmental Disabilities; Financial Support; Group Homes; *Housing Needs; Housing Opportunities; Personal Autonomy; *Place of Residence; Position Papers; Program Descriptions; Quality of Life; *Residential Programs; Resources; Social Integration
IDENTIFIERS- Association for Retarded Citizens; *Empowerment

This "feature issue" reports on consumer-controlled housing for persons with developmental disabilities, and explores housing and service options that empower individuals with disabilities to live their lives with independence, privacy, and freedom of choice. It includes an excerpt from the Association for Retarded Citizens position statement on residential living arrangements for persons with disabilities. Also contained in this issue are: "Your Place, or Mine?" (Robert Laux); "There's No Place Like Home" (Edward Skarnulis); "Creating Inclusive Communities: Profiles of Four Programs"; "A Home of Their Own: The Vision and the Reality"; "Seven Issues for Parents"; "Organizing To Develop Housing"; "Replacing the Continuum" (Derrick F. Dufresne); "A Provider's Guide to Survival" (Gerald Glomb); and "Resources for Financing Community Housing." Seven printed resources are described. (JDD)

test, and publicity articles.) (KC)

ED 328 685 CE 056 779

Project T.E.A.M. (Technical Education Advancement Modules). Final Report.

Greenville Technical Coll., S.C.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 60p.; For related training modules, see CE 056 780-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Awareness; Career Choice; Career Education; *Employment Opportunities; Employment Potential; Employment Projections; Futures (of Society); *Instructional Materials; Job Skills; *Material Development; Program Development; Publicity; *Public Relations; *Technical Education; Technical Occupations; Technological Advancement; *Technological Literacy; Two Year Colleges

Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training, created an introductory technical training program and a consumer education package emphasizing the benefits of technical training. The curriculum and training focus of the project began with an assessment of employee needs in terms of the skill and aptitude requirements of industrial positions, especially in Greenville County, South Carolina. From this assessment, training modules were developed. Some modules were generic and applicable to a variety of technical job categories; the remainder addressed employer-specific needs. To secure students for the generic technical training program, unemployed, underemployed, or existing industry employees whose skills needed upgrading were evaluated on standardized tests stressing mathematics and verbal competency levels.
Industry-specific modules were made available to area companies for use in training their existing labor force. Modules were selected by each participant company and employees were notified of scheduling. The promotional aspects of Project TEAM were directed toward the objective of increasing public interest in and regard for technical careers. Career awareness brochures were developed to educate the public, and particularly students, on technical occupations and opportunities. A speaker's bureau was formed and a video stressing this theme was produced. The project created materials, produced publicity, and enrolled a total of 672 students in technical literacy training. As a result, the industries of the community have a greatly enhanced number of trained technical employees to consider for career opportunities. (A third-party project evaluation and seven brochures are appended.) (KC)

ED 328 799 CE 057 026

The Moon Also Has Her Own Light. The Struggle To Build a Women's Consciousness among Nicaraguan Farmworkers.

International Council for Adult Education, Toronto (Ontario).; Nicaraguan Association of Rural Workers.

PUB DATE- 89

NOTE- 63p.; Financial support from Agricultural Missions (USA), Anglican Church of Canada, OXFAM Canada, NOVIB (Netherlands), Presbyterian Church (USA), Presbyterian Church of Canada, Swedish International Development Authority, and United Church of Canada. Photographs will not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Agricultural Laborers; Collective Bargaining; *Consciousness Raising; Developing Nations; *Employed Women; Equal Opportunities (Jobs); Farm Labor; Farm Occupations; Feminism; Foreign Countries; *Labor Education; Sex Discrimination; *Sex Fairness; Union Members; *Unions; Womens Education; Workshops

IDENTIFIERS- *Nicaragua

This booklet is a collection of analyses and reflections by women who have worked with the Women's Secretariat of the Nicaraguan Association of Rural Workers (ATC) at the different stages of conception and implementation. "Ending the Myth of the Weaker Sex" (Ana Criquillon) provides the history of the women's program within the ATC. It identifies the need to incorporate women into agricultural jobs. Next, the article describes the three-stage project undertaken in 1983: a preliminary diagnosis that showed division of labor according to gender as the main obstacle confronting women; training of promoters through the organization of grassroots women's workshops; and a phase of action research. The article discusses the union's adoption of the resolutions that set forth women's demands and incorporation of the demands in collective agreements. "Linking Production and Reproduction: Popular Education in Action," based on an interview with Clara Murguialday, describes the publication, "Vamos," developed for use in workshops on work norms or standards. These sections of "Vamos" are highlighted: understanding work norms; defining problems; and searching for solutions. Photographs and text from the publication are provided. "Reflecting on the Process," based on an interview with Heliette Ehlers, addresses challenges facing the women's movement, lessons learned on how to organize women, and success in changing men's consciousness. (YLB)

Ziegler, Suzanne; Rosenstein-Manner, Merle

Bullying at School: Toronto in an International Context. Research Services No. 196.

Toronto Board of Education (Ontario). Research Dept.
PUB DATE- Jan 91
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cross Cultural Studies; Early Intervention; Educational Environment; Elementary Education; *Elementary School Students; Foreign Countries; *Student Behavior
IDENTIFIERS- *Bullying; Ontario

Both familial and school factors relating to bullying behavior have been documented, and studies indicate that such behavior patterns may be long-term and even inter-generational. Scandinavian data indicate that three percent of children experience bullying very frequently. British and Irish studies suggest a significantly higher rate, between 20 and 30 percent; and an American study identified about 10 percent of students as seriously/frequently victimized. Bullying has been a major concern in Japan also. The Toronto study, which involved children in 22 classrooms in 17 schools, as well as a majority of all staff members and several hundred parents, found rates similar to the British ones, and higher than those for Scandinavia. About one child in seven admitted to bullying more than once or twice a term. The study also found significant gender and age correlates of bullying and victimization. The most ambitious and well-documented intervention was mounted in all Norwegian schools. The program attempts to restructure the school environment to one where bullying is an unacceptable behavior where those involved take personal responsibility for both prevention and intervention. At the two schools where the program was evaluated, the incidence of bullying decreased by one-half. (LLL)

ED 328 957 EA 022 644

Cunningham, Lois V.; Cunningham, James J.

An Analysis of Middle Level Principals' Conceptual Systems in Relation to Student Academic Achievement.

PUB DATE- 90

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; *Administrator Characteristics; *Administrator Effectiveness; *Cognitive Structures; Cognitive Style; Concept Formation; Educational Environment; Intermediate Grades; Junior High Schools; Middle Schools; *Principals

IDENTIFIERS- *Texas (Houston)

To determine if a significant relationship exists between the conceptual systems of principals and academic achievement, nine hypotheses were formulated stating that there is no statistically significant relationship between student achievement and the complexity of school environment, emphasis on academic achievement, professional training levels, sex, age, and years of experience of principals, school size, location, and student expenditure with respect to the principal's conceptual system. Of 43 randomly selected principals in 9 school districts located in Harris and Fort Bend Counties in the metropolitan area of Houston, Texas, 40 participated in Paragraph Completion Method tests to determine their conceptual system. Academic Achievement at each school was determined by using the composite scores of the Iowa Tests of Basic Skills. An Analysis of Variance (ANOVA) was used to find any significance between the nine aforementioned variables and achievement. Based on the results, four of the nine hypotheses were not supported. Significant differences in achievement with respect to the principal's conceptual system were found in sex, school size, location, and student expenditure. Comprehensive explanations of procedures and results are included. (21 references) (EJS)

ED 328 973 EA 022 679

Hartmeister, Fred; Daugherty, Rich

Smoking Policies: Implications for School Administrators. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Jan 91

NOTE- 8p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Board of Education Policy; *Court Litigation; Elementary Secondary Education; Health Education; *Legal Responsibility; Prevention; School Districts; *School Policy; *Smoking; *Tobacco

Schools can lead the fight against tobacco use and addiction. As of December 1990, 39 states and the District of Columbia have legislation restricting or prohibiting smoking in school buildings or grounds. Kansas and New Jersey are the only states that currently ban the use of tobacco products in all school buildings. Sixteen states statutorily prohibit students from smoking at school. School districts in the other 34 states have discretion to decide whether to permit or inhibit student smoking. Many administrators report that designated smoking areas become a focal point of negative influence and exacerbate rather than lessen student management problems. Courts have upheld school district authority to adopt policies that prohibit students from smoking on school grounds. Most states allow school boards to decide whether to designate smoking areas for school personnel. The trend in litigated cases suggest a clear preference for adopting a total smoking ban applicable to everyone on a school campus. (MLF)

ED 328 990 EA 022 700

Bobbett, Gordon C.; And Others
An Effectiveness Paradigm Using Students', Teachers' and Business Leaders' Perceptions about Public Schools.
PUB DATE- Nov 90
NOTE- 31p.; Paper presented at the Southern Regional Council on Educational Administration Conference (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Expectation; High Schools; Organizational Objectives; *Public Schools; Rural Areas; *Rural Education; Rural Schools; *School Effectiveness; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Appalachia; Kentucky; Tennessee

Perceived educational strengths and weaknesses of Appalachian schools are examined as indicators of school effectiveness in this study, which is based on the formula that the expectations people have of schools minus the perceptions of how those expectations are met equals a dissonance factor. The School Effectiveness Inventory (SEI), which evaluates 16 academic, work, and personal outcomes, was administered to 237 tenth- and twelfth-graders, 158 teachers, and 64 business leaders in 3 Kentucky and 3 Tennessee rural Appalachian school districts. Findings indicate that each group held similar educational expectations, but that academic and work-related outcomes were more important than personal ones. Although school performance outcomes were similar, the groups perceived their schools' performances differently; students were most satisfied and teachers were least satisfied with school outcomes. Finally, educational expectations and values varied somewhat by state and participant group. Appendices include the SEI and scores, mean scores of expectations and school performance, dissonance scores, and four graphs. (LMI)

ED 329 005 EA 022 729

Borton, William M.

Expanding the Evaluation Department Role in a Restructuring District: A Technical Assistance Model.

PUB DATE- Nov 90

NOTE- 16p.; Paper presented at the Annual Meeting of the California Educational Research Association (Santa Barbara, CA, November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Change; *Adoption (Ideas); *Change Strategies; Consciousness Raising; Elementary Secondary Education; Evaluation Utilization; *Improvement Programs; Information Utilization; Resistance to Change; School Districts; *School Restructuring

IDENTIFIERS- *San Diego Unified School District CA

Although San Diego City Schools is entering its fourth year of restructuring efforts, many schools are still reluctant to assume the autonomy offered to them. If school restructuring is stalling, it is because district offices have not yet restructured, research on what is known about implementing changes has been ignored, and no clear methodology to facilitate the process has emerged. The district may sometimes continue to mandate programs running counter to flexibility. Teachers must feel empowered to be willing to invest in restructuring and accept responsibility because change cannot be legislated but must occur in the classroom. Principles of change include adjusting relevant aspects of the environment and considering formal and informal organization. Stages of concern about change occur from mere awareness of an innovation to refocusing on exploring more universal benefits. A useful instructional system design is linear in nature and simplified as to analysis, design, development, implementation, and evaluation. At the San Diego evaluation department, evaluation has a role in all five stages. In the process of change, teachers' concerns must be considered and time and resource burdens must be borne by the district. (16 references) (EJS)

ED 329 021 EA 022 778

Duttweiler, Patricia Cloud; Mutchler, Sue E.
Harnessing the Energy of People To Improve Schools. Insights on Educational Policy and Practice Series, Special Combined Issue.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Decision Making Skills; *Educational Cooperation; Elementary Secondary Education; *Participative Decision Making; *Power Structure; Program Implementation; Resistance to Change; Role Perception; *School Based Management

After describing the nature, promise, and reality of school-based management, this document discusses delegation of authority to the school site and distribution of authority among site participants as critical issues in the implementation of school-based management and reviews the importance and benefits of shared decision making. Eight major barriers to changing traditional behavior identified in a 1989 survey of educational practitioners by the Southwest Educational Development Laboratory (SEDL) are examined as follows: (1) fear of taking risks; (2) fear of losing power; (3) resistance to changing roles and responsibilities; (4) lack of trust; (5) fear of losing power; (6) inadequate or inappropriate resources; (7) lack of skills; and (8) lack of hierarchical-support. Last, recommendations regarding the transformation of authority in school sites and districts; the development of a systemwide culture supportive of norms of collegiality and collaboration; professional development; and commitment to shared decision making are provided. (17 references) (CLA)

ED 329 068 EC 300 063

Ribich, Frank M.; Barone, William P.

Project Inspire: An Intervention for Underachieving Gifted Students.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academically Gifted; *Black Students; Demonstration Programs; *Gifted Disadvantaged; High Schools; Intervention; *Mentors; Program Effectiveness; Program Implementation; Rewards; Self Esteem; Student Improvement; Student Motivation; *Tutorial Programs; *Underachievement; Urban Schools
IDENTIFIERS- Afro Americans; *Pittsburgh School District PA; Project Inspire PA

Sixteen underachieving gifted students at Oliver High School in Pittsburgh, Pennsylvania, were identified for a pilot program called Project Inspire, which sought to improve student achievement and build self-esteem, especially for disadvantaged Afro-American students. Teachers were selected as mentors for the students, and the mentors were trained in causes of underachievement and motivational strategies. Teachers/mentors and students took part in self-esteem, motivational, and goal-setting exercises. Tutoring sessions were arranged, and a reward system was introduced. Based on students' comments during interviews following the program's implementation, Project Inspire has been successful in accomplishing its goals. Recommendations are offered for program improvement. (JDD)

ED 328 714 CE 056 876

Jaffee, Kim; And Others
An Evaluation of First Offender Driver Alcohol Education Models: 40 Hours versus 15 Hours.
Health and Addictions Research, Inc., Boston, MA.
SPONS. AGENCY- Massachusetts State Dept. of Public Health, Boston.
PUB DATE- Jul 89
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *Attitude Change; Attitude Measures; Behavior Change; Comparative Analysis; *Driver Education; *Driving While Intoxicated; Participant Characteristics; *Program Effectiveness; Program Evaluation; Rehabilitation Programs; Residential Programs; *State Programs
IDENTIFIERS- *Massachusetts

An evaluation assessed the impact of the 40- and 15-hour driver alcohol education (DAE) program models on attitudes, beliefs, and behaviors of driving while intoxicated (DWI) first offenders in Massachusetts. The 40-hour program evaluation studied 306 clients from 31 DAE programs; the 15-hour study group consisted of 207 clients in 23 DAE programs. The survey instrument measured attitudinal, affective, and behavioral variables and included mood and personality measures, degree of alcohol involvement, and quantity/frequency of drinking behavior. It included scales constructed to measure the programs' effect on clients' attitudes toward and beliefs about drinking, self-help groups, and drunk driving. Results indicated that more positive changes in attitudes and beliefs about drinking and driving occurred among clients in the 40-hour program. The 40-hour clients were more likely to believe in the harmful consequences of drinking and driving; were more likely to believe that they would be in an accident, drive recklessly, and be stopped by the police if they drank five drinks in 2 hours; possessed more favorable attitudes toward Alcoholics Anonymous and Mothers Against Drunk Driving; and showed more significant changes in negative attitudes and beliefs in regard to drinking and driving between intake and program completion. (Twelve references, 10 tables, and mean and t-test scores are appended.) (YLB)

ED 328 728 CE 056 901

Labor Force 2000: Corporate America Responds. Allstate Forum on Public Issues (Chicago, Illinois, February 8-9, District of Columbia, April 20, 1989).

Allstate Insurance Co., Northbrook, IL.
PUB DATE- Apr 89
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Support; Cooperation; *Corporate Support; *Educational Change; Educational Improvement; *Educational Strategies; *Education Work Relationship; Employment Potential; Government School Relationship; Job Skills; Long Range Planning; Management Development; Needs Assessment; Private Financial Support; *School Business Relationship; Secondary Education; Success; Training Objectives

This report is a result of the Allstate Forum on Public Issues, which gathered representatives from 166 U.S. corporations to hear leaders from government, academia, and business. Again meeting on April 20, 1990, representatives were divided into working groups to develop reports and recommendations around applicable corporate disciplines. This report describes a comprehensive plan for education, where companies act as catalysts for planning. There are six chapters in this report: (1) strategic planning; (2) human resources; (3) communications; (4) corporate philanthropy; (5) training; and (6) government relations. The first chapter suggests a strategic planning model for organizing a step-by-step program for generating community involvement and support. Subsequent chapters outline specific actions companies might take to implement the vision developed within their communities. The following three recommendations are based on the creation of an ongoing partnership among education, business, and the community: (1) establish an educational vision for the community; (2) communicate that vision to all members of the community; and (3) empower all relevant groups in the implementation phase of the program. All chapters list references. The first chapter includes 10 figures. An appendix listing all 166 participants in the Chicago forum is included. (NLA)

ED 328 756 CE 056 956

Lawrence, J. E. S.
Occupational Information and International Development. Improving HRD Diagnostics. NOICC Occasional Papers/1.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Dec 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adults; *Career Information Systems; Computer Oriented Programs; *Developed Nations; *Developing Nations; Economic Development; Education Work Relationship; Employment Projections; *Human Resources; Information Sources; Labor Force Development; *Labor Needs; Models; *Occupational Information
IDENTIFIERS- *National Occupational Information Coordinating Com; State Occupational Information Coordinating Comm

This paper explores, from two perspectives, the potential contribution of U.S. occupational information systems and other related programs to human resources development (HRD) in other countries, particularly in developing countries. The first perspective arises from initial and subsequent research on occupational information systems design and use in the United States. The second arises from work within the international development community and the United Nations Development Program in particular. The paper: (1) outlines the context for HRD in developing countries, documenting policy and planning problems; (2) discusses the need to improve diagnostic and analytical capabilities, the critical role played by information in reducing the levels of uncertainty encountered in HRD policy formulation, and the importance of seeking proactive rather than merely reactive solutions; (3) defines occupational information in the context of HRD, specifically within the broader framework of economic and labor market information as a key element in HRD strategies, and reviews recent efforts to organize HRD information flow in the world; (4) assesses the relevance, scope, structure, and technical relevance of the National Occupational Information Coordinating Committee/State Occupational Information Coordinating Committee (NOICC/SOICC) network to development assistance efforts in HRD; and (5) presents conclusions and recommendations for further consideration by NOICC, the development community, and countries where the NOICC/SOICC model may be relevant. (67 references) (KC)

ED 328 770 CE 056 980

Khaleel, Ibrahim Adamu

Significant Issues Confronting Vocational Education: Implications for UCVE Institutions.

University Council for Vocational Education.

PUB DATE- Nov 90

NOTE- 73p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Education; Administrator Attitudes; Basic Skills; Curriculum; Data Analysis; Educational Research; *Equal Education; Excellence in Education; Higher Education; Leadership; Literature Reviews; *Needs Assessment; Program Effectiveness; Program Evaluation; Public Relations; Role of Education; Secondary Education; Sex Fairness; Standards; Teacher Attitudes; Teacher Education; Technological Advancement; *Vocational Education

A study identified significant issues currently confronting vocational education and described what role(s) the University Council for Vocational Education (UCVE) might pursue relative to each issue. To identify significant issues, a literature review, analysis, and consensus building were used. A Delphi method was used to build consensus on the importance of the issues identified. A 4-point Likert-type scale was sent to 65 respondents, who rated the degree of importance of clusters, categories, and issues. Data showed that all five clusters had over 3.00 rating. Only one achieved a high-level consensus on the degree of importance. Of the 21 categories, the highest rated was Purposes and Outcomes, then Teacher Education followed by Leadership. The Support Services category received the lowest mean rating of 2.87. The Purposes and Outcomes and the Support Services categories received high-level consensus ratings on the degree of importance. Of 94 issues, respondents achieved a high consensus on the degree of importance of 17; 76 issues received a medium-level consensus. UCVE institutional representatives who were mailed the results recommended various actions for each category. (Appendixes include the list of issues and their ratings, a participant list, and ~~77~~ references.) (YLB)

ED 328 814   CG 023 120

Catlin, George
Personality Traits as a Function of Beliefs and Childhood Experience.
PUB DATE- Aug 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Beliefs; College Students; Correlation; Higher Education; Parent Attitudes; *Parent Child Relationship; *Personality Traits

The origins of personality traits and emotions have long been a subject of investigation and controversy. Beginning with Freud, an argument has been made from a wide variety of perspectives that early childhood relationships to parents are a primary factor in shaping personality. Within a cognitive paradigm, people's beliefs about themselves and the world are seen as important sources of individual differences. This study empirically examined the relative importance to personality of childhood relationships with parents and current beliefs. Subjects (N=305) were college students who completed questionnaires on parent-child relationships, basic beliefs, and emotions and traits. It was found that childhood relationships with parents generally made their contribution to personality traits through basic beliefs. Differing combinations of basic beliefs were found to account for a considerable amount of the variance in personality traits. Numerous gender differences were noted. (ABL)

Robinson, Edward H.; And Others
Coping with Fears and Stress. An Activity Guide: Grades K-8.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 90
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Anxiety; *Childhood Needs; *Coping; Elementary Education; *Emotional Adjustment; Emotional Problems; *Fear; Group Activities; Group Counseling; High Risk Students; Locus of Control; *Psychological Needs; Psychological Patterns; *Stress Management

This guide consists of a set of activities to help elementary school students cope with fears and stress. Each activity includes the curricular areas in which it would fit (i.e., language arts, social studies, etc.), the grade level and group size for which it is suitable, and the approximate time necessary for its completion. The guide is divided into the following sections: (1) an introduction to the origin of fears and stress in children and a theory of the foundations for successful coping; (2) a set of fear-specific activities, which address themselves to the alleviation of general and specific childhood fears; (3) a set of fear-prevention activities to help build children's feelings of security, self-worth, and control; (4) stress-reducing activities with a variety of scripts that can be used with various grade levels; (5) activities for high risk children, including a model of counseling for children who have suffered a trauma or who have not developed successful coping skills; (6) a bibliography of children's books arranged by fear, author, and grade level, which can be used by teachers or counselors for bibliotherapy; and (7) a list of other resources for educators addressing childhood fears and stress. (TE)

ED 328 865 CG 023 173

Mississippi Developmental Counseling Program: Kindergarten--Grade Six.

Mississippi Counseling Association.; Mississippi School Counselor Association.; Mississippi State Dept. of Education, Jackson. Div. of Instruction.

PUB DATE- 90

NOTE- 422p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Counselors; Curriculum; *Curriculum Development; *Developmental Programs; Elementary Education; Models; *School Counseling; *School Counselors; Schools

IDENTIFIERS- American School Counselor Association; Mississippi

This developmental counseling program handbook was created to provide a model which could be followed by a new counselor in developing an elementary guidance program or adapted by an experienced counselor to be used in an existing program. It describes a sequential counseling curriculum for kindergarten through grade six (K-6), and includes brief statements about the roles and functions of the elementary counselor. Student activities and suggested plans included in the guide were developed using ideas from state and school district models from across the United States. The goals and objectives outlined by the American School Counselor Association (ASCA) in 1990 were adopted and used as the basic framework for the Mississippi Counseling Program, K-6. An ASCA position paper containing a statement of the responsibilities of the counselor is included. Following this ASCA student competencies plan is the Mississippi model curriculum, which contains activities at each grade level to foster growth toward three broad goals: personal-social, educational, and career. Objectives designed to reach the goal of personal-social development include gaining self-awareness, developing positive attitudes, making healthy choices, respecting others, gaining responsibility, developing relationship skills, resolving conflicts and making effective decisions. Educational goals include applying effective study skills, setting goals, learning effectively and gaining test taking skills. Career goals encompass forming a career identity, planning for the future, combating career stereotyping and analyzing skills and interests. The Mississippi Counselor Assessment Instrument for the Provisional Counselor is included, providing a readily accessible list of competencies. (BHK)

ED 328 880   CS 010 407

Spires, Hiller A.; And Others

Prior Knowledge Activation: Inducing Text Engagement in Reading to Learn.

PUB DATE- Apr 90

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Research was supported by a grant from the Organized Research Fund at North Carolina State University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Grade 9; High Schools; *Prior Learning; Reader Text Relationship; *Reading Comprehension; Reading Improvement; Reading Research; *Reading Strategies; Schemata (Cognition); Social Studies; Urban Schools

IDENTIFIERS- Expository Text; Prereading Activities; *Strategy Training

A study investigated the effects of a prior knowledge activation strategy on students' ability to successfully engage in the ongoing comprehension of extended text. Data were elicited from 79 ninth graders who were enrolled in a required social studies class in an urban high school in the Southeast. Equal numbers of high and low readers were assigned to each of three treatment groups: prior knowledge activation (PKA) group; main idea (MI) group; and control group. All subjects participated in eight 45-minute instructional sessions followed by four 45-minute testing sessions (three immediate testing sessions and one delayed testing session 4 weeks later). Naturalistic reading passages were selected from the social studies textbook that the students were using, and instructors were mixed across treatments to control for an instructor effect. Results revealed that explicit instruction in how to spontaneously activate prior knowledge during reading had a positive affect on students' ability to answer application level questions. Results also revealed, however, that PKA strategy did not have a significant effect on literal comprehension, and that the MI group performed better on the literal measure, since the treatment focused on encouraging students to target main ideas and supporting details rather than to elaborate from the text. Further research into a strategy combining the tasks of the MI and PKA groups is called for. (One figure and 2 tables of data are included; 18 references are attached.) (KEH)

Wyatt, Monica; Hayes, David A.

The Use of Study Guides with and without Analogies in Directing Learning from Texts.

PUB DATE- 28 Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; Reader Text Relationship; *Reading Comprehension; Reading Materials; Reading Research; Religion; Schemata (Cognition); *Study Guides
IDENTIFIERS- *Analogies; Text Factors

A study investigated the use of study guides as instructional tools and compared the effectiveness of study guides with and without analogies. Seventy-four undergraduate students in three upper division education classes studied three passages about three obscure religions (Manichaeism, Jainism, and the Druze religion) with and without the aid of two types of study guides. One study guide analogized the religions to Christianity, and one did not employ analogies. Both study guides were written in multiple-choice, short answer, and essay format. Within each class, students were randomly divided into three groups for comparison, and each subject was given all three passages to study in different sequences, studying one passage per treatment condition. Results revealed a significant interaction between text and treatment, but with a small effect size. Results also revealed: (1) that the Manichaeism text produced scores significantly different from the combination of Druze and Jainism scores across all three treatments; (2) that the Manichaeism study guide treatments produced scores significantly different from those of the other two treatments; and (3) that the Druze analogical study guide treatment produced scores significantly different from those of the other treatments, but that the Jainism analogical study guide treatment was not significantly different from the other two treatments. The disordinal interaction effect raised questions with reference to embedded analogies (e.g., the Manichaeism text contained words that closely resembled words common to Christianity), emotional subject matter, and textual differences. Further research is needed. (One table of data is included; 21 references are attached.) (KEH)

ED 329 037 EC 300 029

Winborne, Duvon; And Others

Monitoring the Development of At-Risk and Disabled Infants: The District of Columbia Tracking System.

PUB DATE- Sep 90

NOTE- 19p.; Paper presented at the Annual Conference of the National Black Child Development Institute (20th, Washington, DC, September 22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Child Development; *Computer Networks; Computer Oriented Programs; Databases; Delivery Systems; *Disabilities; *Handicap Identification; Infants; Intervention; *Management Information Systems; Neonates; Program Implementation; Recordkeeping; Young Children

IDENTIFIERS- *District of Columbia

This paper describes the District of Columbia's system for tracking at-risk and disabled infants during their first 3 years of life. The project involves a computerized system for following the developmental progress of at-risk infants identified at birth or other times. The project monitors the activities of children within various service delivery agencies in the District. An introductory section addresses such infant intervention issues as risk factors, intervention strategies, program models, and home- or center-based programs. The District's Tracking System has four major components: case identification and registration; tracking; service linkages; and system evaluation. Case identification begins in the neonatal units of District hospitals. A registered nurse is assigned to serve as case manager. A record of the infant's conditions and other descriptive information is entered into the computer to begin the tracking process. Service agencies are "networked" together for monitoring infant progress and contacted twice yearly to identify infants receiving services but not yet in the Tracking System. The Tracking System is configured as a relational database management system and makes use of a Local Area Network approach. (19 references) (DB)

ED 329 053 EC 300 046

McCaughrin, Wendy B.; Rusch, Frank R.

Supported Employment in Illinois: A Benefit-Cost Analysis during the First Two Years. Volume 7.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 90

NOTE- 150p.; The client survey instrument on pages 40-42 has reduced print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; *Cost Effectiveness; *Disabilities; Economic Impact; Program Costs; Program Effectiveness; State Programs; *Supported Employment; Trend Analysis; Wages

IDENTIFIERS- *Illinois

This study examined the benefits and costs of supported employment programs in Illinois during the first 2 years of operation. Benefits and costs were considered for 394 individuals enrolled in 1987 and 519 individuals enrolled in 1988, from three revenue perspectives: that of society as a whole; that of the supported employees; and that of the taxpayers. The study found that the total costs exceeded total benefits both from an overall societal perspective and from a taxpayer's perspective. The rise in the benefit-cost ratios from fiscal year 1987 to 1988 is attributed largely to savings in alternative program costs and not to increases in earnings. Expected increases in earnings during fiscal year 1988 occurred only for long-term supported employees. The increase in disposable income to supported employees as a whole was 37%. Program costs were higher for long-term supported employees during fiscal year 1988 than 1987, indicating that employee independence is not being promoted. Appendix A contains forms used to collect data from each program agency, including the Worker Characteristics Evaluation form, the Benefit-Costs Analysis, Job Coach/Coworker Involvement form, and Job Separation form. Appendix B contains raw data collected for 519 supported employees, such as hourly wages, hours worked, gross wages, taxes withheld, and benefit reduction. (22 references) (JDD)

ED 328 671 CE 056 230

Small Business in America: The Year 2000 and Beyond.

Institute for Enterprise Advancement, Washington, DC.; Naisbitt Group, Washington, DC.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Attitudes; Employment Patterns; *Employment Projections; *Entrepreneurship; *Futures (of Society); Labor Market; Motivation; Population Trends; *Small Businesses

Small businesses are meeting the challenges of a changing economy and leading the way in production and job creation. Small businesses especially will continue to benefit from demographic and societal shifts, in particular the emergence of the two-career family that fuels the service industry. Women and minority persons are the newest entrepreneurs. Often disillusioned with corporate jobs, they bring to small businesses new workplace priorities that include flexible work schedules to accommodate family obligations and personal growth. The elderly population is also affected by small businesses, both as a labor source and as an untapped market. Small businesses help lessen unemployment; however, in some areas small businesses are hard-pressed to find workers. A challenge to small businesses in the future will be finding and keeping enough good workers. Government leaders recognize that small businesses are good for the economy and have begun to lighten the burden of regulations and taxes to promote these businesses. Banks also are more interested in working with innovative enterprises than formerly. Although small business owners of the future will have to tackle such problems as labor shortages, rising personnel costs, and escalating competition both domestically and abroad, the outlook remains optimistic. (KC)

LaFleur, Carol A.
Career Assessment, Remediation, Education, Employment, and Re-entry Program (CAREER). El Paso Community College Career Grant. Final Report.
El Paso Community Coll., Tex.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 12 Dec 90
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Ancillary School Services; *Competency Based Education; Computer Assisted Manufacturing; Displaced Homemakers; Educationally Disadvantaged; Equipment Maintenance; Females; Formative Evaluation; *Hispanic Americans; Job Placement; Job Skills; *Job Training; Machinists; Minority Groups; *Nontraditional Occupations; Numerical Control; Postsecondary Education; *Program Effectiveness; Program Evaluation; Summative Evaluation; Underemployment; Unemployment

Objectives of the Career Assessment, Remediation, Education, Employment, and Re-entry (CAREER) project were to establish a series of intensive, short-term job training programs using competency-based instruction to serve Hispanic persons who were economically disadvantaged, displaced, unemployed, or underemployed, as well as Hispanic females who were seeking nontraditional occupations. An advisory committee for each program area developed a list of entry-level competencies and reviewed and revised curricula to meet industry needs. The Developing a Curriculum (DACUM) process was used to develop courses in plastic injection molding operations, equipment maintenance helper skills, machine shop fundamentals, and computer numerical control. Support services included counseling and job placement assistance. Of 144 students enrolled in CAREER, 64 percent successfully completed training. The CIPP (Context-Input-Process-Product) Evaluation Model was used for formative and summative evaluation. Sources for evaluation information were project data and semistructured interviews with faculty, staff, and students. The overall success of the program was illustrated by the average external evaluation scores of project components on a scale of 1 to 5 on which a score of 5 was the highest. Component scores were as follows: curriculum review and development--5.0; assessment and counseling--4.6; instructional delivery--5.0; and follow-up services--2.6. The sum of benefits to participants and employers was found to exceed the total cost of the project. (Appendices include survey data, list of software and textbooks, student educational plan, pre/post assessments, list of workshops, and student placement and retention data.) (YLB)

ED 328 743 CE 056 930

Simmons, Ivan V.
Teacher Planned Vocational Trade-Industrial-Technical Education Summer Workshops: A Three Phase Process (Planning, Implementation, and Evaluation).

PUB DATE- Jan 91
NOTE- 25p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Planning; *Inservice Teacher Education; Postsecondary Education; Program Effectiveness; *Program Implementation; Secondary Education; State Programs; Statewide Planning; *Summer Programs; Teacher Attitudes; *Trade and Industrial Teachers; *Workshops
IDENTIFIERS- *Indiana

Vocational Trade-Industrial-Technical (VTIT) teachers in Indiana participated in self-planned summer workshops designed to enhance their human relations skills as well as their technical knowledge. Workshop objectives included identifying high priority needs and problems the teachers have in common and encouraging involvement from all levels of the VTIT teacher population. Workshop planning began in the fall. Between October and May, teachers from across Indiana attended four or five planning sessions on Saturdays. The workshop coordination staff provided the committees forms to record the proceedings of the meetings. In May, announcements of the "teacher-planned" workshops were sent to vocational administrators and teachers on the mailing list. Each workshop had a chairman, co-chairman and chief recorder, as well as presenters. Minutes were compiled and made into a set of workshop proceedings for distribution afterwards. Through workshop participation, teachers could earn graduate or undergraduate college credit. Workshops were evaluated by the teachers participating in them. During the summer of 1990, 126 teachers participated in the workshops, and 82 percent of them answered questionnaires. Participants rated the workshops as very effective and expressed positive attitudes about all phases of the process and the workshops. Teachers suggested involvement of business/industry representatives on future workshop planning committees. (6 tables) (KC)

ED 328 785 CE 057 005

Romero, Carol Jusenius

Past Is Prologue: Educational Deficiencies and the Youth Labor Market Problem. Monograph Series Vol. 1, No. 3.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- Apr 87

NOTE- 29p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Basic Skills; *Dropout Characteristics; Dropout Research; *Educationally Disadvantaged; Educational Research; Educational Status Comparison; *Employment Potential; Followup Studies; High School Graduates; Job Skills; Labor Market; Outcomes of Education; Role of Education; Secondary Education; Success; *Youth Employment; *Youth Problems

Youth labor market successes and problems have roots in young people's childhood experiences. The many components of basic skills and employability skills are acquired through the educational process. Each skill has its counterpart in the expected outcomes of young people's education. Data in labor market research can be interpreted as empirical estimates of basic and employability skills. These data can be evaluated to see how various dimensions of basic and employability skills affect young people's labor market experiences. Data suggest that youth who have diplomas have acquired more knowledge than dropouts. Only a few rough estimates of the numbers of young people with deficiencies in their educational backgrounds are available. The major reason for difficulties in attempting to estimate the dimensions of the educational problem is the lack of agreement on a set of definitions for "educational deficiencies." The literature indicates that the characteristics of young people's families, the schools they attend, the areas in which they live, and youth's own attributes operate separately and in combination to affect dropout status. Research shows that although the acquisition of basic skills has a payoff in the job market, the payoff to a diploma seems to be even greater. (61 endnotes) (YLB)

ED 328 911 CS 212 640

Ross, Steven M.; And Others
Writing in a Computer-Saturated Classroom.
PUB DATE- Nov 90
NOTE- 7p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Grade 6; Intermediate Grades; Learning Activities; *Word Processing; Writing Attitudes; *Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Apple Classrooms of Tomorrow; Apple Microcomputers; California Achievement Tests

A study examined questions concerning: (1) how writing was taught and integrated with other learning activities in the Apple Classroom of Tomorrow (ACOT) environment; (2) students' experiences with and attitudes toward word-processing; (3) teachers' experiences and attitudes; and (4) the influences of the computer-based activities on writing improvement. Subjects were 55 sixth-grade minority students. The research design was quasi-experimental and descriptive, involving analyses of quantitative and qualitative data obtained from teacher and student interviews, classroom observations, student and tutor surveys, and student writing samples. Results indicated a significant advantage for the ACOT group on both writing samples. Tutors felt that the electronic Bulletin Board System (BBS) had strong potential for facilitating writing skills development, but that the present program was limited by: restrictive writing features of the BBS, lack of structure in the writing activities, and the difficulty of accessing and communicating over the BBS. Teacher interviews and classroom observations revealed similar practices in the ACOT and control classes, except that ACOT students did nearly all their school and home writing assignments on the computer. The ACOT teachers strongly felt that students were more receptive to writing on the word processor and were helped by it. (MG)

ED 328 927 CS 507 392

Holecek, Peggy

Education or Entertainment: The Television Portrayal of Single Parents in the '90s.

PUB DATE- Nov 90

NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Characterization; Conflict Resolution; *One Parent Family; *Parent Child Relationship; *Parent Role; *Programing (Broadcast); Social Behavior; Social Change; Television Research; *Television Viewing

IDENTIFIERS- *Family Communication; Television Networks

As the number of single-parent families has grown in the United States, network television programming has increasingly included programs portraying single parents and their attempts to cope with the role. In a study, the "Fall Preview" edition of "TV Guide" magazine was used to select programs featuring single mothers or fathers as major characters. Six programs met the prescribed criteria and a total of 23 episodes were recorded over a 6-week period (some episodes were cancelled owing to scheduling changes). Of the episodes recorded, 16 specifically dealt with conflict among family members. In all of the programs, parent-child conflict was resolved through discussion. Advice was sought from third persons in most of these programs. In some cases, other characters filled the role of the missing parent in resolving conflicts. These programs included frequent displays of family affection and emphasized the belief that the family is the number one priority. Positive messages were presented to single parent viewers, who were portrayed as not being bound to sex stereotypes. Future studies of prime-time single parents could address relationship change with adult children, models of behavior presented to children, and education in the use of specific problem-solving strategies. (SG)

ED 328 942 EA 021 969

Weller, L. David; And Others
Attitudes of American School Superintendents toward the Georgia Certification Test for School Administrators.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Last two pages may reproduce poorly due to small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- Accountability; *Administrator Attitudes; *Administrator Qualifications; *Certification; Educational Equity (Finance); Elementary Secondary Education; *Excellence in Education; Public Schools; *Superintendents; *Test Validity
IDENTIFIERS- *Competency Tests; *Georgia

Although recent research studies have questioned the efficacy of certification testing, Georgia's Department of Education, with help from National Evaluation Systems, developed the Georgia Certification Test in Administration and Certification (GCT). Since 1983, the test has been required for both certification and recertification. The present study used two instruments to assess the importance and usefulness of the GCT's test objectives. The first instrument, the School Operations and Instructional Supervision (SOIS), covered 29 of the GCT's objectives related to management of school operations and instructional supervision. The second instrument, Leadership Overview and Personnel Management (LOPM), covered 33 GCT objectives related to educational leadership and personnel management. Variables for importance and use were measured using a 5-point scale ranging from ''strongly disagree'' to ''strongly agree.'' Using ''Patterson's American Education Directory'' (1988), a random sample of 1,023 public school superintendents from all 50 states was selected. There was a 55 percent return rate. Study data show that a majority of respondents perceived all objectives on the SOIS and the LOPM inventories as being relatively high in importance and also frequently used in the superintendency. Study participants supported the underlying efficacy of the GCT's content, lending significant credibility to the test's validity. Several tables and the SOIS and LOPM inventories are included. (22 references) (MLH)

Baas, Alan
Promising Strategies for At-Risk Youth. ERIC Digest. No. 59.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Acceleration (Education); *Change Strategies; *Disadvantaged; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Intervention; *Prevention
IDENTIFIERS- *Accelerated Schools Movement IL; ERIC Digests; National Education Goals 1990; *Success for All Program MD

At-risk students are often poor and members of minority groups. Solutions to the dropout problem are inseparably tied to combating poverty and could stimulate far-reaching educational change. Researchers have identified several elements of successful dropout prevention programs, including the need for early prevention; aggressive leadership; parental involvement; school-based solutions; attainable goals; empowered practitioners; a focus on continuous progress, problem-solving, and teamwork; smaller classes; integrated school and community services; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Accelerated Schools Program developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaboratives to address youth problems; and (3) Baltimore's Success for All program for disadvantaged innercity elementary school children, based on Robert Slavin's research findings. To solve dropout problems, educators must identify school population characteristics, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (14 references) (MLH)

ED 329 022 EC 201 989

Roberts, Sally
A Community Approach to an Integrated Service System: A Digest.
Kansas Univ., Lawrence. Bureau of Child Research.; Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 21p.; For a related document, see ED 291 221 and EC 212 140.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Committees; *Community Action; *Community Development; Community Resources; *Delivery Systems; *Disabilities; *Diseases; Early Childhood Education; Family Programs; Integrated Activities; Models; Program Implementation; Social Services; Systems Approach; *Technical Assistance
IDENTIFIERS- Project NEXUS

This digest summarizes the underlying structure, concepts, and ideology of the Project NEXUS manual, ''A Community Approach to an Integrated Service System'' (CAISS). Project NEXUS is a 3-year project charged with the development and field-testing of a technical assistance manual to aid communities in the development and/or improvement of service delivery to children with disabilities and chronic illnesses, from brith to 3 years of age, and their families. The philosophy of Project NEXUS is that a community, working together, has the responsibility and the resources to provide such services, and by doing so the entire community benefits. Section I discusses systems in the context of a family-community systems model, encompassing family, community, service delivery system, and legislation. Section II describes how to foster an alliance of service providers, parents, citizens-at-large, and advocates through the development of a CAISS committee. Section III focuses on possible actions the committee might take to deal with the community's needs. The digest is not intended for implementation purposes; persons wishing to implement the process should refer to the manual in its entirety. (JDD)

ED 329 069 EC 300 065

Substance Use by Youth with Disabilities and Chronic Illnesses (Second Edition).

Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Independence, MO.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Aug 90

NOTE- 40p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Alcohol Abuse; *Chronic Illness; *Disabilities; Drinking; Drug Abuse; Instructional Materials; Rehabilitation Programs; Selection; Smoking; *Substance Abuse; Tobacco; Young Adults

This annotated bibliography on substance use by youth with disabilities and chronic illnesses lists references published since 1980 that directly address the special developmental needs of adolescents and young adults. The bibliography's scope includes all disabilities and the use or abuse of a wide range of drugs--alcohol, illicit drugs, nicotine, and non-medicinal use of prescribed drugs. The approximately 80 books and journal articles listed are arranged into a general section and a section on training materials. The general section is subdivided by disability type: mental retardation; learning disabilities and attention deficit disorders; mental illness and emotional disturbances; sensory disabilities; other physical disabilities; chronic illnesses; and multiple disability groups. The training materials section describes approximately 20 curricula, booklets, braille materials, and videotapes. A treatment selection checklist concludes the resource guide. The checklist lists questions to ask in selecting a treatment program, based on its philosophy and program structure, treatment components, educational services, aftercare, family involvement, staff, and finances. (JDD)

ED 329 084 EC 300 080

Pfaffinger, Kathleen M.; Nelson, Richard P.
Quality Health Care for People with Developmental Disabilities: A Guide for Parents and Other Caregivers.
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 88
NOTE- 37p.; For a related document, see EC 300 081.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Advocacy; Consumer Education; *Developmental Disabilities; Diseases; *Health Promotion; *Health Services; Life Style; Quality of Life; Resources; Self Care Skills
IDENTIFIERS- Minnesota

Starting with the premise that all people have a right to quality health care, this guide emphasizes that assisting people with developmental disabilities to obtain health care and maintain healthy life styles will enhance the quality of their lives at home and in the community. The guide consists of four sections. A section on obtaining care describes some of the professionals and resource services that are available in the health care system. It discusses ways to be a more effective consumer advocate. The second section presents the basic steps in routine health care for children and adults, and discusses lifestyles or habits that contribute to good health. It explains how to prepare for a health appointment; the importance of having regular check-ups; and ways to stay healthy through nutrition, hygiene, dental care, injury prevention, and exercise. The third section focuses on coping with common illnesses and special health problems that frequently concern people with developmental disabilities. A section of resources lists 18 selected readings and 26 Minnesota organizations and programs. (JDD)

ED 328 800 CE 057 029

Koehler, Gwen; And Others
CHOICES. A Resource for Literacy Providers and Homeless Families.
Champaign-Ford Counties Regional Office of Education, Rantoul, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield.; Travelers Aid/Immigrants Service of Metropolitan Chicago, IL.
PUB DATE- Jun 90
NOTE- 131p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; Adults; Children; Daily Living Skills; Educational Objectives; Functional Literacy; *Homeless People; Individualized Instruction; Intergenerational Programs; Job Skills; Literacy Education; *Nontraditional Education; Parenting Skills; Reading Readiness; Reading Skills; Self Esteem
IDENTIFIERS- *Illinois (Champaign Urbana)

CHOICES, a literacy program for homeless families, piloted a program at the Women's Emergency Shelter in Champaign, Illinois and later expanded its services to A Woman's Place, a domestic violence shelter, in Urbana, Illinois. The CHOICES program offered weekly language activities for the children and gave mothers information about developing their children's reading readiness skills. The CHOICES program also provided: (1) access to various reading materials; (2) skill level assessment and referral to educational programs; (3) assistance with educational goal setting; (4) education in areas of parenting, job skills, basic reading; and (5) self-esteem activities. Activities were carried out by providing shelter libraries; conducting recruitment, assessment, and referral activities; providing individualized instruction; and holding life skills seminars. Unique challenges were that (1) the number of clients and their children, their needs, and ages varied from daily; (2) finding space for an activity and equipment storage was difficult; (3) and tracking client progress and motivating them was challenging. (The bulk of the document consists of eight appendixes: six sources for families in crisis; "As the World Spins" game; apartment ad bingo; mass transit district madness; children's activities; reading to children; creating puppets; and sample of data collection forms.) (NLA)

ED 328 815 CG 023 121

Slusher, Morgan P.; Anderson, Craig A.

Causal Information about AIDS: Effects on Long-term Beliefs and Behavioral Intentions.

PUB DATE- May 90

NOTE- 8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Gains; *Acquired Immune Deficiency Syndrome; *Behavior Patterns; Beliefs; College Students; Higher Education; *Intention; Knowledge Level; *Student Attitudes

IDENTIFIERS- *Communicability

Research on belief perseverance has demonstrated that a belief persists to the extent that there are more explanations available to the believer to support the original belief than to support alternative beliefs. This study extends earlier work (Slusher, 1988) that demonstrated the role of explanation availability in mediating belief change. Introductory psychology students read causal or noncausal information indicating Acquired Immune Deficiency Syndrome (AIDS) cannot be spread by casual contact. Explanation availability and beliefs were assessed 3 weeks later, and subjects were given the opportunity to assist an AIDS charity to explore whether behaviors, in addition to beliefs, might be differentially affected by these distinct types of information. Results indicated causal information affected beliefs and behavioral intentions. Explanation availability mediated information's effect on beliefs. This study has clear implications for those attempting to change beliefs, including those responsible for AIDS education: causal information is more effective than noncausal information in affecting both long-term beliefs and behavioral intentions. Specifically, this study suggests that causal information plays a significant role in altering explanation availability; altering beliefs that rest upon the support of those explanations; and affecting behavioral tendencies based upon those beliefs. (ABL)

ED 328 849   CG 023 156

Nassir, Balkis
Islamic Values and Mental Health.
PUB DATE- 12 Aug 90
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; Foreign Countries; *Islamic Culture; *Mental Health; Religion; Values; *Well Being
IDENTIFIERS- Koran; *Saudi Arabia

Mental well-being is as important as physical well-being for sound life of man, and perhaps even more important, since physical illnesses are related in varying degrees to psychological problems. Modern psychology emphasizes essential criteria for mental health and well-being. These include positive relationships with others, productivity and striving, responsibility, self-control, relative freedom from tension and anxiety, satisfaction with roles in life and life enjoyment. Fourteen centuries ago the Holy Quran and the "hadith" of Prophet Muhamad outlined the same essential criteria in detail. In social relationships Islam urges people to maintain positive behavior such as good character, altruism, forgiveness, fulfillment of obligations, justice and fairness. Islam instructs followers to avoid negative social behavior such as aggressiveness and hostility, speaking behind others, suspicion, ridicule, arrogance, pridefulness, contradiction and falsehood. Islam teaches that these values help develop a healthy personality, which strives for reward from Allah both in this world and in the hereafter. (LLL)

ED 328 974 EA 022 680

Restructuring the Role of the Assistant Principal: A Statement by NASSP's Council on the Assistant Principal.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrative Change; Administrative Organization; Administrator Evaluation; *Administrator Responsibility; *Administrator Role; Administrator Selection; *Assistant Principals; Elementary Secondary Education; Higher Education; *Job Enrichment; Occupational Information; Organizational Change; Organizational Communication; Professional Development

The role of the assistant principal is an excellent educational resource and should be enhanced to allow assistant principals a more vital role in instructional leadership. This document lists functions related to the assigned, expected, and assumed responsibilities of the assistant principal that would enhance his/her role and involvement, as well as situational influences that should be considered when that role is defined. Separate lists of suggestions for improving the assistant principal's relationship with the District Office, the principal, the faculty, the students, parents, and professional organizations are given, and the organizational structure of the assistant principalship is outlined. Also provided are recommendations in the areas of role enhancement, evaluation, supervision, and professional development aimed at improving the performance and satisfaction of assistant principals and increasing their suitability for advanced administrative posts. Recommendations to school boards, superintendent and central office administrators, principals, teachers, parents, patrons, and assistant principals regarding the reassessment and enhancement of assistant principalships are listed, and recommendations for the preparation, recruitment, and selection of competent assistant principals are given. (CLA)

ED 328 991 EA 022 701

Howley, Aimee
Teacher Empowerment: Three Perspectives.
PUB DATE- Nov 90
NOTE- 41p.; Paper presented at the Southern Regional Council on Educational Administration (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Conservatism; *Curriculum Development; Democratic Values; Education Work Relationship; Elementary Secondary Education; Human Capital; Organizational Theories; *Participative Decision Making; Productivity; Social Stratification; *Teacher Participation; *Teacher Role
IDENTIFIERS- *Empowerment

To help administrators understand the organizational, social, and ideological forces impeding their efforts to empower teachers, this paper provides three critiques of teacher empowerment proposals from functionalist, structural Marxist, and poststructural perspectives. Although the 1980s reform reports promote a type of empowerment that accords teachers higher status and allows them more governance responsibility, the reports do not recommend giving teachers power over what schools teach. Such reports assume that policy makers will regulate curriculum by controlling the tests used to evaluate school outcomes. The three critiques suggest that the mainstream teacher empowerment proposals offer teachers neither the means nor the entitlement to redirect school mission. Such proposals actually limit teachers' role in shaping mission; teachers are allowed control over curriculum delivery, but not curriculum content. Under these auspices, teacher empowerment becomes a method to improve schools' productivity--a mission supporting schools' role in perpetuating the political economy's inequities. Teacher empowerment, designed to promote the conservative agenda, is at best severely constrained. At worst, it is a mystification attempting to win teachers' support while simultaneously restricting opportunities to gain power through self-directed or organized resistance. (66 references) (MLH)

ED 329 006 EA 022 730

Environmental Hazards in Your School: A Resource Handbook.
Environmental Protection Agency, Washington, D. C.
PUB DATE- Oct 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Air Pollution; Asbestos; Elementary Secondary Education; *Environmental Standards; Facility Improvement; Facility Requirements; Government School Relationship; *Hazardous Materials; Legal Responsibility; *Physical Health; *School Responsibility; *School Safety; Water Pollution
IDENTIFIERS- Radon

Prepared by the Environmental Protection Agency (EPA), this document provides information on many environmental hazards young children may be exposed to today in school buildings. Topics discussed include: (1) the definition, location, and health hazards of asbestos as well as responsible management practices, current legal requirements, and federal assistance related to assessing and managing asbestos in schools; (2) background information and causes of poor indoor air quality as well as related federal legislation and strategies for controlling the quality of indoor air; (3) the prevalence and health hazards of radon as well as measures being taken to address the problem and assistance available to schools; (4) some origins and health hazards of lead in drinking water, related federal actions such as the Lead Contamination Control Act of 1988, a three-step program to identify and remedy lead contamination in the school, remedial options, and control measures; and (5) recommendations for monitoring school-operated water systems and information on obtaining water sample analyses. A comprehensive list of state contacts is also provided, and information on other environmental concerns that may be apparent in schools such as underground storage tanks, recycling efforts, pesticides, and polychlorinated biphenyl is included. (CLA)

ED 328 672 CE 056 373

Study Circles Annotated Bibliography.
Study Circles Resource Center, Pomfret, CT.
PUB DATE- 15 May 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Bibliographies; Community Education; Democracy; Educational Research; Foreign Countries; Grouping (Instructional Purposes); *Labor Education; *Learning Strategies; Moral Issues; Political Issues; Public Opinion; *Small Group Instruction; Social Problems
IDENTIFIERS- *Study Circles; *Sweden

This bibliography includes articles and books that discuss the theory behind study circles, describe successful study circle programs, and explain how to develop reading materials for study circles. Some of the entries discuss related subjects such as how people learn in groups, democracy, public opinion, and issue forums. Researchers, adult educators, and program and education directors may find this bibliography relevant. There are 55 articles and books listed. Each listing includes the complete title, author, publisher, publication date, a description, and length. Copies of these materials are available from the Study Circles Resource Center, unless otherwise noted. Most listings are written about the United States with some from Sweden. (NLA)

ED 328 686 CE 056 780

Project T.E.A.M. (Technical Education Advancement Modules). Training Methodology.

Greenville Technical Coll., S.C.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 93p.; Appendix B of final report. For related training modules, see CE 056 779-788.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Choice; Career Education; Cooperative Programs; *Curriculum Development; Demonstration Programs; *Education Work Relationship; Employment Opportunities; Employment Potential; Employment Projections; Futures (of Society); *Instructional Materials; Job Skills; Material Development; *Program Development; Program Implementation; *School Business Relationship; *Technical Education; Technical Occupations; Technological Advancement; Technological Literacy; Two Year Colleges

Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training, created an introductory technical training program for unemployed, underemployed, and existing industrial employees needing upgrading and a consumer education package emphasizing the benefits of technical training. The curriculum and training focus of the project began with an assessment of employee needs in terms of the skill and aptitude requirements of industrial positions, especially in Greenville County, South Carolina. From this assessment, 15 training modules were developed. Some modules were generic and applicable to a variety of technical job categories; the remainder addressed employer-specific needs. This report describes the curriculum development and training focus of Project TEAM, which consisted of two phases: (1) the industry training certification program (a preemployment generic training package); and (2) in-plant training (specific courseware matched to individual company needs). This report contains a detailed description of the steps taken in developing the curriculum, along with sample documents from the project. Information included describes needs assessment; curriculum development and development of preemployment package; recruiting industry partners; public advertising/information distribution; assessment; training; job skills training/counseling; employment applications/interviews; in-house training; and remedial instruction. (KC)

ED 328 715 CE 056 877

Handbook for Advisory Groups in Vocational Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrators; *Advisory Committees; Guides; Policy Formation; *Program Improvement; Secondary Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *South Carolina

This handbook for South Carolina vocational education advisory groups is a procedural guide designed for both advisory group members and educators. It contains suggestions on how councils and committees may be established and used in local vocational education programs for program improvement. Local vocational advisory council provisions are included in the guide: (1) organization membership; (2) role of an advisory council; (3) regulatory duties; (4) council serving as the school improvement council; (5) local duties; and (6) responsibilities of chairperson, school administrator, and members. The following program advisory committee provisions are discussed: (1) term of service; (2) selecting a committee; (3) roles of committee members; and (4) responsibilities of vocational instructors, chairperson, and school administrator. Four appendices are included: (1) annual program of work; (2) letter to serve on advisory committee; (3) meeting agenda; and (4) minutes from an advisory committee meeting. Two organizational charts are also included. (NLA)

ED 328 729 CE 056 902

Bockbrader, Golda

Using the All-Volunteer Concept in Adult Basic Education to Serve the Hard to Reach Student.

Nebraska State Dept. of Education, Lincoln.
PUB DATE- 89
NOTE- 87p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Advisory Committees; Evaluation Methods; Leaders; Leadership Qualities; Literacy Education; *Program Development; *Program Implementation; Public Relations; Student Recruitment; Tutoring; *Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- 310 Project

Based on a successful project in Nebraska, this manual was developed for use in establishing a structured all-volunteer adult basic education (ABE) program in small communities or satellite locations. The greater part of the manual covers the various steps a volunteer leader should follow to establish this kind of program, beginning with a section on how to identify a volunteer leader, for use by a project or state supervisor. The following topics are covered in the manual: (1) selecting the right volunteer leader; (2) committees to be established; (3) where to find volunteers; (4) assignment descriptions; (5) recruitment; (6) interviewing; (7) orientation; (8) training; (9) evaluation; (10) recognition; (11) terminating a volunteer; (12) sample forms and their uses; (13) student retention and follow-up; (14) public relations; (15) poems and letters in praise of volunteers; and (16) a volunteer leader plan of action form. Information on tax deductions for volunteering is also presented. (KC)

Future Builders. A High School Career Education and Life Skills Curriculum.

Maine State Dept. of Educational and Cultural Services, Augusta.; Maine Univ., Orono.
PUB DATE- 90
NOTE- 146p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Development; Career Choice; *Career Education; *Career Exploration; *Career Planning; Communication Skills; Curriculum Guides; *Daily Living Skills; Decision Making; Goal Orientation; High Schools; Job Search Methods; *Parent Participation; Self Evaluation (Individuals)
IDENTIFIERS- Job Shadowing

This document is a guide for incorporating sequenced career education and life planning into the high school curriculum. It is divided into five sections. "Orientation" (ninth grade) includes three sessions designed to continue the exploration process that many students began in eighth grade, leading the students through an assessment of themselves and their career fantasies as they learn about present and future trends. The 10th-grade "Building Your Future" seminar has 10 sessions, which include self-assessment, communication skills, career and postsecondary institution research reports, adult development, life planning, and decision making. "A Passport to My Future" (11th grade), the experiential component, provides a structure that encourages students to visit at least one employer and one postsecondary institution and participate in job shadowing. Students in the program must identify a sponsor who works with them and provides transportation. The 12th-grade "Transitions Seminar" teaches life skills and includes sessions on budgeting, citizenship, wellness, resumes, interviewing skills, and community resources. Each sessions consists of some or all of these components: objective; description; materials required; instructions; homework assignment; references; and handouts. A parents' guide provides the following materials for each student section: overview; goals; homework assignments; and references. (YLB)

ED 328 771 CE 056 983

Rydalch, Jeff

Jones Center Vocational/Academic Program (JCVA).

PUB DATE- Dec 90

NOTE- 10p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Daily Living Skills; *Dropout Prevention; *Dropout Programs; Dropouts; Educational Cooperation; Education Work Relationship; *High Risk Students; High Schools; Institutional Cooperation; Job Skills; Job Training; Nontraditional Education; Potential Dropouts; Program Design; Program Development; Program Implementation; Remedial Programs; Special Education

IDENTIFIERS- Utah (Salt Lake City)

This document provides information on the Jones Center Vocational/Academic Program of the Granite School District (Utah), the purpose of which is to maintain or reintegrate students who are potential high school dropouts or dropouts into appropriate educational alternatives. Its mission statement is followed by a list of program components, including customization to individual needs, highly structured academics, linkage with postsecondary and trade schools and outside agencies, and training in life, social, and problem-solving skills. The rationale and need for such a program is discussed. An outline states the program purpose as: (1) the reintegration of special education high school dropouts into their neighborhood high school; (2) identification of appropriate educational alternatives within the district or community, such as other educational programs or job training program; or (3) development of a program at the Jones Center tailored for high school students at risk whose needs would not be met by the other two options. These steps are listed: district office pupil service department notification of dropouts or potential dropouts; contact with student and parents and placement of student in one of the above options; and district level meeting, if necessary, to identify a program. Data to be presented to those involved with the students' programs are outlined. (YLB)

ED 328 786 CE 057 007

Survey of Basic Skills Remediation Practices in JTPA Youth Programs. Monograph Series Vol. 2, No. 1.
Center for Remediation Design, Washington, DC.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jan 88
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Attendance; *Basic Skills; Incentives; Interviews; Learning Strategies; Motivation; Pretests Posttests; *Remedial Programs; School Holding Power; Secondary Education; Staff Development; *Standardized Tests; Telephone Surveys; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The Center for Remediation Design and Brandeis University (Massachusetts) conducted a series of telephone interviews to develop a manual of assessment for Job Training Partnership Act (JTPA) youth programs. These interviews were conducted with youth planners in each service delivery area during August 1987. The goal of this project was to explore common practices, what JTPA programs are doing about basic skills assessment, and what the stress points and vital signs are. A total of 150 programs out of an original randomly selected sample of 205 participated. The report from the field is encouraging with regard to the advances made toward incorporating basic education skills and refining assessment in the absence of specific guidance or training. The assessment information generated from these tests was used for a combination of purposes: (1) to appraise basic skills; (2) to diagnose where learning should begin; (3) for benchmarking purposes; and (4) as a posttest to certify attainment. The most common practice was the use of standardized tests for pre and post data collection; 92% of the sample administered standardized tests. The most common additional assessment strategy was the intake interview. When asked about issues or problems, all staff regarded the lack of staff training in assessment and instruction, motivation and lack of incentives for participants, attendance and retention, and lack of cooperation from the school system as real problems. (The survey and survey results are included. Part 1 addresses basic skills remediation in JTPA youth programs and part 2 addresses JTPA assessments strategies: identifying issues and instruments. In addition, an appendix lists the 150 randomly selected programs used for this study.) (NLA)

ED 328 833 CG 023 139

A Counselor's Recipe Book for Elementary and Middle Schools: K-8. Suggested Activities for Improving Guidance Services.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 90
NOTE- 315p.; Fading type toward the bottom of several pages.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Classroom Techniques; Consultation Programs; *Counseling Techniques; Elementary Education; *Group Activities; Group Guidance; Information Dissemination; Orientation; Program Design; Program Evaluation; Public Relations; Pupil Personnel Services; *School Counseling

This "Counselor's Recipe Book" provides activities, forms, and information to aid elementary and middle school counselors in improving services and programs for students. The first set of materials relates to designing the program, and includes materials for orientation, analysis of the individual, and curriculum input. Next comes a set of materials for indirect services to students, including classroom behavior management, consultation, public relations, and information access and dissemination. The third section provides materials relating to direct services to students, including counseling, group guidance, and interschool relationships. The last two sections provide followup and feedback materials to assist in program evaluation, and a bibliography of professional organizations for counselors. (TE)

ED 328 881 CS 010 408

Lore, Rosemary; Chamberlain, Ed

Language Development Component Secondary Reading Program, 1989-90. Final Evaluation Report.

Columbus Public Schools, Ohio.
PUB DATE- Dec 90
NOTE- 53p.; For 1988-89 report, see ED 313 666.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Communication Skills; Compensatory Education; Computer Assisted Instruction; High Schools; High School Students; Inservice Teacher Education; Program Effectiveness; *Program Evaluation; Public Schools; Reading Diagnosis; *Reading Difficulties; *Reading Programs; Reading Research; *Reading Skills; *Remedial Programs; Underachievement
IDENTIFIERS- *Columbus Public Schools OH; *Secondary Reading Program OH

Designed to improve underachieving high school students' reading and communication skills, the Secondary Reading Program, formerly the Secondary Developmental Reading Program; served 597 ninth, tenth, and eleventh graders in 12 Columbus, Ohio, public schools. Funding was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF). For the 1989-90 school year, eight teachers in eight senior high schools participated in a project which utilized Apple computers in a computer assisted instruction/computer management system. Diagnostic tests assessed students' individual reading strengths and weaknesses. Data analyzed included pretest and posttest scores, and inservice evaluation forms. Specific objectives of the program posited that (1) pupils who attended 80% of the 125-day treatment period would show an average gain in reading of 3.0 normal curve equivalent points; (2) program personnel would be provided at least 2 inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable; and (3) at least 35% of pupils identified as being in danger of failing 1 course due to a lack of reading ability and who attended at least 80% of the yearly instructional period would not fail the indicated course. The first objective was not attained, while the second and third objectives were attained. It is concluded that, although the program was eliminated from the components to be implemented with DPPF monies in the 1990-91 school year, the school system should continue its efforts to reach high school students who are deficient in reading skills. (Ten tables of data are included, and evaluation forms are appended.) (RS)

ED 329 038 EC 300 030

White, Jo Ann

The Impact of Transition from a Campus Residential Program to a Community-Based Supervised Apartment Program for Youth.

PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Atlanta, GA, May 27-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Attitude Change; Daily Living Skills; *Deinstitutionalization (of Disabled); *Independent Living; *Mental Retardation; *Parent Attitudes; Participant Satisfaction; Quality of Life; Safety Education; Self Care Skills; Social Integration; Student Attitudes; Transitional Programs; Young Adults

This paper describes implementation of a transition program which resulted in the successful movement of eight young mentally retarded adults from a segregated residential setting to a supervised apartment program in the community. The youth and their families visited the apartments and jointly made the decision to participate in the program. They selected their own rooms and roommates. Training occurred prior to the move in the actual apartments and community in which they would live and work. Training included: safety issues; self-protection; location of the supermarket; public transportation; the nearest pizza shop; cooking; menu planning; and budgeting. Evaluation of the program found significantly improved adaptive behavior skills after the move and decreased maladaptive behavior. Changes in parent attitudes about such issues as safety, the physical facilities, and food are reported as are parents' changed judgments regarding their child's level of independence and social relationships. In general, parents were pleased about the move into the community. Interviews with the young adults themselves also indicated general satisfaction with the program, level of independence, and social relationships. (DB)

ED 329 054 EC 300 048

Raimondi, Sharon L.; And Others

Comprehensive Assistive Technology Curriculum Outline: A Functional Student-Centered Approach.

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jul 90

NOTE- 86p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Assistive Devices (for Disabled); Cognitive Processes; Computer Assisted Instruction; *Curriculum; *Disabilities; Elementary Secondary Education; Listening Skills; Microcomputers; Postsecondary Education; Reading Skills; Skill Development; Speech Skills; Teacher Education; Technology; Visual Literacy; Writing Skills

This curriculum outline is designed for trainers of practitioners who use technology with students with disabilities. It offers an alternative approach to technology-specific training, with the student as the focus, the technology as one potential solution for providing better access to instruction, and the matching of functional tasks required in the learning environment with the capabilities of the technology. The outline encourages service providers to view the student's problem within the context of the entire learning environment, examine the range of technology solutions available, and choose the most appropriate devices or systems. The curriculum addresses six functional tasks, including reading, speaking, writing/manipulating, seeing/visual processing, hearing/listening, and cognitive processing. For each task, the curriculum outline includes some or all of the following: student description, assessment considerations, task requirements, and potential technology solutions. The curriculum outline also covers issues concerning multiple disabilities and evaluation of technology. A section on references and resources lists over 100 readings, approximately 40 training materials, 10 curricula, 12 projects, 15 newsletters/journals, and 2 directories of database information. (JDD)

ED 329 085 EC 300 081

Nelson Richard P.; And Others
Quality Health Care for People with Developmental Disabilities: A Guide for Health Professionals.
Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- 90
NOTE- 38p.; For a related document, see EC 300 080.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adults; Advocacy; Children; Chronic Illness; Communicable Diseases; Delivery Systems; Dental Health; *Developmental Disabilities; Disease Control; *Diseases; Gynecology; *Health Needs; Health Promotion; *Health Services; Immunization Programs; Nutrition; Obstetrics; Resources; Self Care Skills; Sexuality; Standards
IDENTIFIERS- Minnesota

This guide is aimed at improving health services for people with developmental disabilities by educating people presently training as health practitioners and persons working in community service programs. It contains information on health care needs of people with developmental disabilities and recommendations for health care practices adapted from accepted standards of health care for the general population. The guide covers definitions, health care services delivery trends and issues, general child and adolescent health care, adult health care, nutrition, reproductive health care and sexuality, dental health care, infectious disease, and chronic health conditions. Appendices provide immunization recommendations, client education information on identifying and managing minor illnesses, a list of 27 selected readings and educational materials, and a list of 26 Minnesota organizations and programs. (JDD)

ED 328 744 CE 056 931

Krieger, Mary M.; And Others

Apparel/Design Symposium: A Model for Articulation between Home Economics Education, Business & Industry, and Professionals & Practitioners.

PUB DATE- 1 Dec 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Career Planning; *Clothing Design; Clothing Instruction; *Conferences; *Cooperative Programs; Coordination; *Corporate Support; *Fashion Industry; Goal Orientation; Higher Education; High Schools; Home Economics; Models; Professional Associations; Scholarships; *School Business Relationship

The Apparel/Design Symposium, cosponsored by Eastern Michigan University (EMU) and the Fashion Group International (FGI) of Detroit, has been conducted for 7 years. Participants include business/industry professionals and Michigan, Ohio, Indiana, and Illinois high school, community college, and university students and faculty. EMU faculty and FGI professionals scan the issues that interact with the three Michigan subsystems (educational, business, and professional) to select the theme and to identify a keynote speaker. Students and faculty are informed of the theme 1 year in advance to prepare for career and design scholarship competitions. The Michigan fashion business community is apprised of the theme so that it can identify ways in which to interact. Entry-level students attend the event to create an awareness; midlevel students are involved in activities to extend knowledge; and senior-level students become involved at the integration level as they organize the actual program by using prior classwork and field experiences. Publicity brings community involvement. The retailing/industry involvement comes through FGI members who provide scholarship funds, financial support, judges, publicity, and speakers. Post-symposium follow-up includes evaluations by all participants. (YLB)

ED 328 850 CG 023 157

A Survey of Alcohol and Other Drug Use among Nevada Students.
Far West Lab. for Educational Research and Development, Berkeley, Calif.; Nevada State Dept. of Education, Carson City.
PUB DATE- May 90
NOTE- 73p.; Many of the tables contain small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Drinking; *Drug Use; Health Education; Intermediate Grades; Needs Assessment; Prevention; *Program Development; School Surveys; Secondary Education; *Student Attitudes
IDENTIFIERS- *Nevada

The Nevada Department of Education administered a survey to a sample of students (N=16,937) in grades 6, 8, 10 and 12, to collect baseline data on the pervasiveness of drug and alcohol use. The survey looked at use and user characteristics. Indicators of use included abuse, familiarity with others who use, and ease of access. User characteristics included age of first drink, trouble with the law, future aspirations, use and availability in the home and role of the school. The results found that alcohol was the number one drug of abuse, and that there was a greater attitudinal tolerance for this drug among students and parents. Patterns of usage and age of onset indicated that prevention programs with a "don't start" message must begin well before the sixth grade. Also, students appeared to have an inflated belief regarding the extent of drug use by peers, and peer influences increased with age. Sources of influence included home, school and especially the media. Also, many youths were aware of substance abuse problems among family and friends. (90 tables) (LLL)

ED 328 866 CG 023 174

Madonna, Stephen, Jr.; And Others

Bully-Victim Composition in Students in a Department of Defense Elementary School.

PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Aggression; *Antisocial Behavior; *Elementary School Students; Grade 4; Grade 5; Grade 6; Intermediate Grades; Preadolescents; *Victims of Crime; *Violence
IDENTIFIERS- *Bullying; *Dependents Schools; Philippines

This study examined the incidence of bullies and victims in a Department of Defense Dependents elementary school located in the Philippines. The average age of the students responding was approximately 10.7 years. The gender composition of the sample was 54% female and 46% male. No race information was obtained. The Bully Questionnaire was distributed to students (n=191) in grades 4, 5, and 6. The scale consists of nine questions designed to assess: (1) the child's self-perception, as well as his/her perception of others; (2) how the child reacts or responds to bullies; and (3) demographic data regarding the characteristics of bullies and victims in the sample studied. As this was a preliminary study, no information on the reliability or validity of the instrument was available. Findings of the overall data revealed that bullies were more often male and older than their victims. Interestingly, bullies harassed both boys and girls with approximately the same frequency. Findings suggest that girls are more likely to label themselves as bullies at an earlier age, older children (both boys and girls) perceive the bully or aggressor as being male, and boys perceive themselves as being picked on more often than girls. Changes in overall perception occurring between fourth and sixth grade, an experiential change occurring in sixth grade, and the onset of puberty are offered as explanations for differences. (BHK)

ED 328 897 CS 010 426

Lee, LaVonne S.

Teaching Metacognitive Strategies to First Graders.

PUB DATE- Nov 90
NOTE- 90p.; M.A. Thesis, University of Wyoming. Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Covariance; Classroom Research; Comparative Analysis; Educational Research; Grade 1; Learning Strategies; *Metacognition; Primary Education
IDENTIFIERS- Analogical Reasoning; *Analogies; Webbing (Thematic)

This study investigated whether first grade students could be taught metacognitive strategies to solve analogies. Subjects, 34 first grade students randomly assigned to two groups with adjustments made to make the groups equal in gender, ability, and urban or rural geographic location, were pretested for their ability to solve analogies. The experimental group spent 30 minutes per day for 10 days in direct instruction in analogy-solving strategies. An integrated curriculum (webbings) was used throughout the year. Students were taught to verbalize the general rule that "before we learn something new, we must find out what we already know." Various brainstorming techniques were used to accomplish this. The first day of the webbing students were asked, "What do we know about eggs?" or "What do we know about mice?" and responses were recorded on chart paper. These were then categorized according to levels of Bloom's taxonomy and saved to be compared with responses at the end of the webbing. Posttests were administered 2 weeks after the pretest. Results indicated that students in the experimental group were significantly more adept at finding the special relationships involved in the analogy as well as in utilizing a common language to help in its solution. Results also indicated an increased use of metacognitive strategies by students. (Two tables of data are included; journal samples, egg webbing, mice webbing, and 41 references are attached.) (RS)

ED 328 912 CS 212 648

Reed, Barbara Straus

The Link between Mobilizing Information and Service Journalism as Applied to Women's Magazine Coverage of Eating Disorders. SCILS Research Report No. 90-21.

PUB DATE- Aug 90

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990). Best available copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Anorexia Nervosa; *Bulimia; Communication Research; Content Analysis; *Females; *Health Education; Information Sources; Mass Media Role; Media Research; *Periodicals

IDENTIFIERS- Health Communication; *Message Perception; *Womens Magazines

The dramatic increase in the incidence of eating disorders among young women indicates a growing need for health education. However, women's magazines that perpetuate images of beauty and thinness may reinforce the disorders. Researchers have looked for strategies that encourage participation in society by those who partake of American media. One researcher has proposed giving information to people that helps them act on attitudes they already have ("mobilizing information" or "MI"), and giving information intended to energize participation on behalf of an attitude embedded in the message itself ("mobilizing message" or "MM"). In a study, content analysis was conducted on 51 eating disorder articles published in popular women's magazines during the 1980s. Most of the articles contained MM, while fewer than half included MI. Mobilizing messages tended to take the form of general advice, with no specifics. The mobilizing information stressed that sufferers were not alone and that help was available; specifics were given. Of articles using MM and MI, most were identificational. A few were tactical. No locational MI appeared. Editors' attitudes about articles with mobilizing information bear investigation and systematic study, as does the impact of advertising, editorials, and maintaining editorial objectivity. (Twenty-six references are attached.) (SG)

ED 328 928 CS 507 393

Stillwell, Arlene M.; Baumeister, Roy F.
Personal Accounts and Autobiographical Memories.
PUB DATE- Aug 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anger; *Communication Problems; Communication Research; Higher Education; *Human Relations; *Interpersonal Communication; *Interpersonal Relationship; *Intimacy; Personal Narratives; *Perspective Taking
IDENTIFIERS- *Victimization

A primary internal concern of an intimate relationship is that each partner communicates with the other. A breakdown of communication may occur when an occurrence construed as minor or negligible by one partner precipitates a major explosion of anger, rage, and hurt by the other. Both partners may be at fault for allowing a disagreement to reach such a point. In a study on anger, 63 participants furnished two autobiographical accounts, one from the perpetrator's perspective and one from that of the victim. Accumulated grievances were found most often in accounts taken from the perspective of the victim. However, by not showing anger when the perpetrators' objectionable behavior first began to appear, the victims indirectly acknowledged the behavior and allowed it to continue. Perpetrators viewed victims' outbursts as inappropriate responses to single incidents. Communication between partners (often studied in interpersonal courses) is of the utmost importance if a relationship is to continue and thrive. Lines of communication must remain open and clear. One cause of such conflicts is the differing time perspectives of victim and perpetrator. What the victim sees as a response to a history of grievances, the perpetrator views as a sudden, surprising eruption with no provocation. (SG)

ED 328 943 EA 022 162

Clark, Burton R.; Levy, Daniel C., Ed.

Reforming America's High Schools: Problems and Strategies. Proceedings of the New York Education Policy Seminar. Rockefeller Institute Conference Proceedings, Number 3.

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.; State Univ. of New York, Albany. School of Education.

PUB DATE- 85

NOTE- 39p.; Paper presented at the New York Education Policy Seminar (Albany, NY, 1984).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Preparation; *College School Cooperation; Excellence in Education; Faculty Development; Foreign Countries; Free Enterprise System; Higher Education; High Schools; *Organizational Objectives; *Power Structure; School Restructuring; Social Structure; *Teacher Education

Inherent, interrelated, and structural biases against excellence in education that operate at the university and school levels in the American educational system are discussed in this paper. Structural constraints of the American secondary system include universal secondary education, comprehensive school organization, downward coupling, local control, and local monopoly. A limitation of higher education is its bias against teacher education. Restructuring efforts must therefore examine current institutional arrangements prior to attempting change at the individual behavioral level. An overview of Japanese education concludes that American shortcomings in secondary education are rooted in a lack of differentiation and competition. A recommendation is made to stimulate diversity through increased student tracking, comparative ranking of schools, and competition among them. Propositions for higher education include integration of teacher education into academic life and inclusion of a variety of teacher training modes. Thirty-seven notes are attached. (LMI)

ED 328 959 EA 022 651

Decker, Robert H.
A Negotiations Primer (Central Administration Survival Kit).
PUB DATE- Oct 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Arbitration; Board of Education Role; *Boards of Education; *Collective Bargaining; Elementary Secondary Education; Labor Demands; *Labor Relations; Negotiation Agreements; Negotiation Impasses; Politics of Education; Strikes

The role of the school board and strategies for collective bargaining are described in this guide. Section 1 describes the development of a board philosophy, including techniques and imperatives for the collective bargaining table. The second section examines the school board role in negotiations, with a focus on its role in labor relations and discipline at the bargaining table. Appropriate board responses to pressure tactics are discussed in the third section, with an analysis of types of pressure tactics, and responses to strike activity are presented in the fourth section. Section 5 describes the board's operational philosophy, including maintaining academic standards, improving teaching, management, accountability, and creating partnerships. The sixth part discusses development of an operational program, specifically ways to finance an instructional program. Formulating a bargaining team proposal is presented in the final section, including suggestions for the composition of the bargaining team, planning process, and cost. Thirty-one advanced collective bargaining strategies are offered. (LMI)

ED 329 023 EC 212 140

Robin, Hazel; And Others
A Community Approach to an Integrated Service System for Children with Special Needs.
Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 264p.; For related document, see EC 201 989.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Books (010)
DESCRIPTORS- *Agency Cooperation; *Chronic Illness; Community Action; Community Coordination; *Community Services; *Delivery Systems; *Disabilities; Integrated Activities; Needs Assessment; Preschool Education; Program Development; *Systems Development
IDENTIFIERS- Community Approach to an Integrated Service System

This manual aims to help communities develop a plan to improve services to children from birth to 3 years of age who are chronically ill or disabled, and their families. Section I provides background information needed to begin a Community Approach to an Integrated Service System (CAISS) committee in a community. It addresses the issue that children are best served by meeting the needs of the family and focuses on how various systems affect a community's ability to respond to family needs. It provides a discussion of the legislative process, the role of the state in providing services, and ways to establish collaborative efforts between local and state groups. Section II presents step-by-step procedures for improving services, beginning with the first community meeting and moving on to identifying and prioritizing service delivery issues and building a CAISS Team. Section III addresses a variety of issues facing the CAISS committee, including issues such as organizational structure, commitment, service needs, goal setting, and the development of an action plan. The manual concludes with reproducible copies of the worksheets used in the CAISS process. (JDD)

ED 329 070 EC 300 066

Severely Handicapped Branch: Project Directors' Meeting (Linthicum Heights, Maryland, November 6-9, 1989).
National Information Center for Children and Youth with Handicaps, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- Nov 89
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; *Deaf Blind; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Federal State Relationship; Government Role; Institutional Mission; Preschool Education; *Severe Disabilities; State Programs
IDENTIFIERS- Americans with Disabilities Act 1990

These proceedings report on activities at an annual meeting of directors of projects administered through the Severely Handicapped Branch, Division of Educational Services (DES) of the United States Office of Special Education Programs (OSEP). The proceedings contain presentations by: (1) Judy A. Schrag, who described the scope and intent of the OSEP mission and discussed critical issues facing special education, including changing populations, personnel needs, and outcome data; (2) Nancy Safer, who presented a framework for the DES mission; (3) Robert Davila, who emphasized the need for effective services for those with disabilities, effective personnel preparation, and increased self-determination for individuals with disabilities; and (4) Patty Guard, who reviewed the principal features of the Americans with Disabilities Act and possible congressional response. Summaries are provided of general sessions on the State and Multi-State Deaf-Blind Projects program and on statewide systems change as it relates to state and multi-state deaf-blind projects. Summaries are also provided of topical sessions on integrated education, transition to adult life, communication and assistive devices, research and innovation, validation, utilizations, personnel training, and demonstration projects. (JDD)

ED 328 701 CE 056 836

Hospitality Occupational Skills Training Cooperative. Project HOST Final Report.

Northwest Educational Cooperative, Des Plaines, IL.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Nov 90
NOTE- 69p.; For related documents, see CE 056 837-838.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; Ancillary School Services; *Basic Skills; Corporate Support; *Curriculum Development; Demonstration Programs; Disadvantaged; *Hospitality Occupations; *Hotels; Job Skills; *Job Training; Minority Groups; School Business Relationship; Student Recruitment; *Work Experience Programs
IDENTIFIERS- Illinois (Chicago); Partnerships in Education

Project HOST (Hospitality Occupational Skills Training) provided vocational training and employment opportunities in the hotel industry to disadvantaged adult minority populations in Chicago. It demonstrated a model for successful cooperation between the business sector and a public vocational education agency and developed and piloted a vocational training curriculum that integrated basic, critical thinking, and on-the-job coping skills. A pilot version of the curriculum was developed and revised at the completion of each of the four training demonstration cycles. A curriculum summary/guide was developed. Outreach and recruitment efforts reached over 300 prospective students through a network that included welfare agencies, Job Training Partnership Act providers, social service agencies, and community-based organizations. The project conducted intake for and assessed over 204 participants, using project-developed assessment and interview forms. Supportive employment services included employment counseling, hotel tours, peer support groups, and job development, placement, and follow-up. Upon completion of the 8-week training, students participated in work experience internships. Evaluation results indicated the project was successful in meeting goals and objectives. (Appendixes include sample recruitment materials and intake and assessment forms; project newsletters; and certificate of achievement.) (YLB)

ED 328 801 CE 057 042

Frantz, Nevin R., Jr.
Practice Oriented Research or Research Oriented Practice.
PUB DATE- 30 Nov 90
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, November 30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Factors; *Information Dissemination; Linking Agents; Networks; Organizational Effectiveness; Participative Decision Making; Policy Formation; Political Influences; *Research and Development; *Research Utilization; School Districts; Socioeconomic Influences; *Theory Practice Relationship; *Vocational Education

How can research and practice can be linked together to improve vocational education? Vocational education researchers should conduct research that can directly benefit policy makers and practitioners and present their findings in ways that influence the improvement of policy and practice. Three basic assumptions need to be recognized: (1) the political, sociological, economic, context of a given state, a nation, and the world is a major determination of issues addressed by federal and state policy makers and affects practitioners at local school division levels; (2) research can influence, enlighten, and sensitize policy makers and better inform implementation, application, and practice; and (3) the need for and development and dissemination of new knowledge is a complex process and the way the information is obtained, developed, and transmitted is as important as the knowledge itself. There is a concern for strategies that link researchers with practitioners and from universities to provide incentives for application-based research. Priority should be given to research that will directly benefit policy makers and practitioners, and their findings should be presented in ways that will communicate effectively to the users of that research. This will require collaborative partnerships in improving the policy and practice of vocational education. (NLA)

ED 328 816 CG 023 122

Turban, Daniel B.; And Others

An Investigation of Factors Influencing a Relocation Decision.

PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Employees; Family Mobility; *Occupational Mobility; *Predictor Variables; *Relocation

The present study investigated factors influencing the decision of employees, who, faced with a facility relocation, either relocated to a new location or lost their current jobs. A large chemical company decided to close a research and development laboratory located in New England and to transfer employees to a laboratory located in the southwest. As such, this study investigated a facility relocation which led to a lateral transfer with relocation. Questionnaires were mailed to 81 employees after they made the decision, with 66 employees (81%) returning useable questionnaires; 47 had rejected the transfer offer. Results indicated that community tenure, perceptions of new job, and the perceived inconvenience of moving were important influences on the relocation decision. In addition employees with non-working spouses, more positive perceptions on the new location, and greater job involvement were more likely to relocate. Contrary to expectations, neither employee demographics nor the number of children was related to the decision. The study had certain limitations: data were collected after employees had made the relocation decision; the small sample size limits the power to detect true relationships; and the subjects were highly educated professionals. Nonetheless, the study provides further insight into factors that influence relocation decisions. (ABL)

ED 328 975 EA 022 682

Thomas, R. Murray

Analyzing School Decentralization--The Case of New Zealand.

PUB DATE- 90

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrative Change; Administrative Organization; Bureaucracy; *Change Strategies; Competence; *Decentralization; Elementary Secondary Education; Foreign Countries; Program Descriptions; Program Evaluation; *School Organization; School Responsibility; Staff Role; Staff Utilization

IDENTIFIERS- *New Zealand

In October 1989, the government of New Zealand responded to results of a 1987-88 study on school management by passing legislation that shifted control of education from a central bureaucracy to local boards of trustees. Using a question-answer format, this document presents a model of the decentralization process as it analyzes the 1989 plan in terms of: (1) functions of the established centralized administrative system; (2) factors such as shortcomings of the existing centralized structure and anticipated improvements that motivated the decentralization proposal; (3) nature of the people involved with the decentralization issues; (4) competencies, facilities, and personnel needed for efficiently performing the desired administrative functions of the decentralization proposal; and (5) techniques to be used for evaluating the success of the decentralization plan. Included are two figures. (Author/CLA)

ED 328 673 CE 056 483

Spikes, W. Franklin, III

Training in the Twenty-First Century: Where Do We Go from Here?

PUB DATE- 31 Oct 90

NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Adult Educators; *Corporate Education; Distance Education; Educational Technology; *Educational Trends; Graduate Study; Interdisciplinary Approach; *Labor Force Development; Management Development; Postsecondary Education; Technical Education; *Technological Advancement; *Training Objectives

IDENTIFIERS- Customer Service; Return on Investment; Workplace Literacy

Seven trends are emerging in the corporate training and development sector of human resource development (HRD). First, there is an increasing corporate commitment for training. Employers are viewing training today as an essential element in their competitive business strategies. Second, customer service training is becoming the competitive weapon for U.S. businesses. As competition increases, product differentiation becomes more difficult and product positioning more complex. Third, technological change will have the greatest impact on HRD in the future. With this trend will come the need for new knowledge, skills, and understanding. Fourth, the problem of workplace literacy will take priority. With the increasing use of technology comes a dramatic number of illiterate workers. Thus, it becomes more difficult to meet the technological demands. Fifth, distance learning and training technology programs are increasing. Distance learning refers to training and educational programs delivered to sites other than those where they originate via electronic or hard copy formats. Sixth, corporations are investing a great deal of time and money in executive education. Seventh, there is a need for training marketing or corporations selling their training services to the general public or to other organizations. There are several implications of these trends for graduate preparation in the field of adult and continuing education. Adult educators should (1) work in corporate settings; (2) understand the issues in workplace literacy; (3) broaden their preparation through interdisciplinary study; (4) understand the impact of technology on the workplace; (5) participate in meaningful internships; and (6) contribute to the field of HRD. (27 endnotes) (NLA)

ED 328 716 CE 056 879

Vaughan, Ellen C.; Elliott, Ronald T.

South Carolina Guide for Introduction to Marketing.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 90
NOTE- 361p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Behavioral Objectives; *Business Education; *Competency Based Education; Consumer Protection; Decision Making Skills; Distributive Education; Employment Interviews; Employment Potential; Free Enterprise System; High Schools; Job Search Methods; Job Skills; Labor Market; *Marketing; Mathematical Applications; Personality Traits; Postsecondary Education; Psychomotor Skills; Supply and Demand; Thinking Skills; Values
IDENTIFIERS- South Carolina

This introduction to marketing guide addresses the three domains of learning: psychomotor, cognitive, and affective. The guide contains suggestions for specific classroom activities for each domain. Each unit or task in this guide contains a competency statement followed by performance objectives, job-relevant instructional activities, instructional materials/resources, and evaluation questions with answers. The 14 units are: (1) overview of marketing; (2) functions of marketing; (3) economics of marketing and the free enterprise system; (4) forms of business organization; (5) marketing management; (6) marketing skills (basic mathematical computations); (7) preemployability; (8) self-awareness; (9) values clarification; (10) decision making; (11) developing a career-life plan; (12) job search skills; (13) job interview and placement skills; and (14) job maintenance. Transparency masters have been included for some units. Two appendices contain a 45-item bibliography and definitions of terms. (NLA)

ED 328 730 CE 056 905

Europe: A Labour Market without Frontiers.
European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- 89
NOTE- 48p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Adults; Comparative Education; Electronics; *Employment Qualifications; Foreign Countries; *International Cooperation; *International Programs; Job Skills; Job Training; Labor Force Development; Labor Market; Metal Working; Occupational Information; *Occupational Mobility; Vocational Education
IDENTIFIERS- *European Community

The six articles in this journal issue were all designed to provide an objective presentation of the framework within which the European Centre for the Development of Vocational Training (CEDEFOP) is charting a course toward establishing a common training policy and creating a single market in 1993. The first article, ''Information on Qualifications'' (Enrique Retuerto), discusses the need for a reference framework of what each qualification means in terms of the skills required by an occupation. A paper called ''The Recognition and/or Comparability of Non-University Vocational Training Qualifications in the Member States of the European Communities'' (Burkart Sellin) examines the inherent possibilities and requirements of a European Community general regulation on mutual recognition. 'Mastering Metals--Problems in Analysing and Classifying 'New' Technical Jobs in Metalworking'' (Peter Grootings et al.) reflects the present state of work in this area. ''A European Directory of Occupational Profiles'' (Peter Grootings) offers some notes about the concepts, methodology, and organization of the directory. ''Study of Occupational Profiles in the Electronics Sector'' (Gumersindo Garcia Arribas) presents results of a pilot study in Spain. Finally, William McDerment's paper, ''Some Reflections on Education and Training,'' comments on the need for vocational training, training to allow mobility within the Community Member States, and preparing for the future. A protocol entitled ''Council Decision on the Comparability of Vocational Training Qualifications between Member States of the European Community'' concludes the document. (YLB)

ED 328 772 CE 056 985

McDonald, Gertrude C.
JTPA. Strengthening the Partnership. Monograph Series.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Sep 88
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Programs; Cooperative Programs; Coordination; Dropouts; *Employment Programs; Federal Government; *Federal Programs; *Federal State Relationship; Government Role; *Job Training; Local Government; *Program Effectiveness; Program Evaluation; State Government; Welfare Recipients; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The structure of the Job Training Partnership Act (JTPA) is built on the belief that flexibility and responsibility are necessary at the state and local levels to tailor successful programs. The purposely limited federal role allows state and local decisions to flourish. JTPA's private-public partnership has been a major public relations success with over 2 million persons placed at the highest wage rates ever experienced by a federally supported job training program. JTPA enters its sixth year of operations faced with a number of issues. National policy makers have raised the issue of whom should JTPA be serving. Although JTPA is serving those whom Congress intended, the federal government is suggesting other target populations. Both target groups and cost standards should be local decisions based on an assessment of local priorities and resources. The issue of what services should be provided shows similar signs of federal encroachment. Again, state and local policymakers are better equipped to judge community needs. The states understand the performance standards system, but impro[illegible] technical assistance is needed. Better coordination with othe[illegible] rams is another goal. State and local councils should exp[illegible] r role in coordinating all employment and training progra[illegible] . [illegible] B)

ED 328 834 CG 023 140

Directory of South Carolina Guidance Personnel, 1990-91.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 91
NOTE- 193p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Counselors; Databases; Directories; Elementary Secondary Education; *Pupil Personnel Workers; *School Counselors; *School Guidance; School Personnel; *School Psychologists
IDENTIFIERS- *South Carolina

This directory provides the names and addresses of school guidance personnel throughout the State of South Carolina for 1990-91. The first part provides an alphabetical listing, by district, of the names and office addresses of district directors of guidance. The second section provides a directory of school counselors, listed alphabetically by district. Each district entry is organized in three columns (school names, school addresses, and counselor names) and three rows (elementary/middle, secondary, and vocational), with an alphabetical listing of schools within each subcategory. (TE)

ED 328 992 EA 022 702

Golanda, Eugene L.

The Importance of the Source of Power in an Educational Setting.

PUB DATE- Nov 90

NOTE- 23p.; Paper presented at the Southern Regional Council on Educational Administration Conference (Atlanta, GA, November 11-13, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Definitions; Educational Improvement; Elementary Secondary Education; *Organizational Effectiveness; *Participative Decision Making; *Power Structure; Teacher Participation

IDENTIFIERS- *Consent; *Empowerment

This paper raises important questions about proposals for empowerment and shared governance in U.S. schools. Holding that consent is the key to understanding power and empowerment, the paper defines these concepts, discusses the purposes of empowerment, describes the types of empowerment being attempted, and outlines some predictable consequences. According to French and Raven (1959), five types of power exist: legitimate, reward, coercive, expert, and referent (associated with charisma). The first three types of power are transferrable; the other two, which have the most influence in human transactions, are not. Power may also be enhanced by improving the degree of expert power possessed by certain individuals or groups in the organization through education programs. Redefining power and empowerment in terms of synergistic interactions forces educators to consider some new dimensions: (1) all empowerment attempts may be refused by the organization or individuals; and (2) empowerment effects are determined by an individual or organization's enhanced health. If the organization cannot function more efficiently or effectively than previously, empowerment attempts have failed. Examples of empowerment attempts that can prove deleterious to healthy schools are legislation of more teacher power, parental "choice" initiatives, and efforts to minimize the principal's power. Healthy schools exist not because of outside influences, but in spite of them. Recommendations for research and practice are provided. (50 references) (MLH)

ED 329 007　　　　EA 022 731

Dagley, Dave; Veir, Carole A.

Personal Privacy in Personnel Files: Application of Open Record Acts to Information in School District Personnel Files.

PUB DATE- Aug 90

NOTE- 32p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Records; Civil Liberties; *Confidential Records; Court Litigation; Disclosure; Elementary Secondary Education; *Freedom of Information; *Privacy; *School Districts; *School Personnel

School district personnel files were traditionally considered private. Since the advent of federal and state open record acts, the private nature of personnel records has come into question. All court cases since 1966, in which a member of the public wanted access to public employee information and a personal privacy exemption was raised as a defense objection, were reviewed. Directory information, payroll and absence records, grievance summaries, college transcripts, performance evaluations, employment application materials, resumes, tenure files, reports from private consultants, and settlement agreements were all found as disclosable unless statutory language or court interpretations have created exemptions. Personal information such as medical conditions, family matters, and substance abuse have been defined as intimate in nature and not disclosable. Policy implications school districts should consider include adequate preparation for information requests before they are received and procedures to follow after a request is made. (80 references to court cases) (EJS)

ED 328 687 CE 056 781

Mason, Joan S.
Project T.E.A.M. (Technical Education Advancement Modules). Job Search Skills.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 63p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; Career Education; Course Content; Demonstration Programs; *Employment Interviews; Employment Potential; Futures (of Society); *Job Search Methods; Job Skills; Publicity; Public Relations; *Resumes (Personal); Teaching Methods; *Technical Education; Technical Occupations; Technological Advancement; Two Year Colleges; Units of Study

This module is one of a series developed by Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training for unemployed, underemployed, and existing industrial employees needing upgrading. This module is a 3-hour overview course intended to develop competencies in the following job search skills: understanding and setting personal goals, researching career goals, developing resumes, and preparing for job interviews. The manual serves as a student outline and as an instructor guide. It includes information sheets, role-playing exercises, fill-in forms, and other learning activities. (KC)

ED 328 758 CE 056 960

Williams, Gary W.
International Agricultural Trade and Policy: Issues and Implications for U.S. Agriculture. Texas Agricultural Market Research Center Special Series Report No. SS-2-89.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.; Texas A and M Univ., College Station. Texas Agricultural Extension Service.
PUB DATE- Sep 89
NOTE- 79p.; Paper presented at the International Retreat of the Department of Agricultural Economics, Texas A & M University (Lake Conroe, TX, September 28, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agribusiness; Agricultural Education; Agricultural Production; *Agricultural Trends; *Agriculture; Developed Nations; *Economics; *Foreign Policy; International Cooperation; International Relations; *International Trade; Supply and Demand

Historical events have set the stage for the current U.S. agricultural export performance. Agricultural exports in the early 1990s were as large or larger relative to the size of the agricultural sector than at any time since. A dramatic decrease in net farm income was caused by the Great Depression (1929-1932). Following passage of the Hawley-Smoot Tariff Act and the wave of protectionism it set off around the world, U.S. agricultural exports remained small until the early 1970s, when devaluation of the U.S. dollar and a surge in world demand for agricultural commodities returned agricultural exports to their predepression level. U.S. agriculture is now inextricably linked to world markets. Five issues and developing trends in world agricultural markets have the potential to shift current world patterns of agricultural trade: (1) the current round of multilateral trade negotiations; (2) higher value product trade trends; (3) the scheduled 1992 economic integration of the European Community; (4) foreign development assistance; and (5) the United States-Canada Free Trade Area Agreement. Maintaining and enhancing U.S. competitiveness in world markets is tied to continued efforts to liberalize world trade and adequate allocation of funds to research in the production, processing, and marketing of food and agricultural commodities. (18 figures; 17 references) (YLB)

ED 328 787 CE 057 008

Baldwin, Stephen E.
Trade Adjustment Assistance: Part of the Solution, or Part of the Problem? Monograph Series Vol. 1, No. 1.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Feb 87
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dislocated Workers; Employment Programs; *Federal Legislation; *Federal Programs; Job Layoff; Job Training; Labor Market; Postsecondary Education; *Retraining; *Structural Unemployment; *Unemployment Insurance
IDENTIFIERS- *Trade Adjustment Assistance Program

Trade Adjustment Assistance (TAA) is a benefit paid to workers who lose their jobs in industries that face increasing competition from imported goods. TAA is supposed to offset political pressures for protectionist legislation, and it has been justified on grounds of equity and efficiency as well. Research on TAA shows that it has failed to aid many workers in adjusting to job losses in industries hurt by imports. More than 97 percent of the $4 billion spent on TAA from 1962 to 1986 went to pay cash benefits to workers unemployed from trade-affected firms. Retraining and relocation assistance accounted for less than 3 percent of TAA spending. The research suggests that TAA recipients had longer durations of unemployment than did comparable nonrecipients. A serious flaw in the system is that there are long administrative delays in certifying a firm or industry for benefits. Some researchers have suggested that paying benefits in a lump sum rather than weekly would increase the chance that a worker would seek employment or training. However, it must be considered that there may be no other jobs available that pay as well, so employees prefer to wait and hope for recall. Taking new jobs may be made more attractive by providing wage subsidies or reemployment bonuses. Recent changes in the program have increased emphasis on job search and retraining. (KC)

Fennimore, Todd

Dropouts: Strategies for Prevention. A National Perspective. Policy Briefs. Number 1.

North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 5p.; Contains small type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- *Dropout Prevention; *Dropouts; Educational Policy; Elementary Secondary Education; State Legislation

This policy brief looks at the problem of dropouts. The first report, by Todd Fennimore, from the National Center for Research in Vocational Education, provides a national perspective, focusing on dropout incidence and specific factors associated with dropping out of school. Strategies for dropout prevention are presented from both literature reviews and descriptions from dropout prevention programs. Finally, brief recommendations are given for state and district policymakers. A guest commentary by Gary G. Wehlage of the National Center for Effective Secondary Schools suggests a comprehensive approach to dropout prevention that can serve as the foundation for policy initiatives. A section on regional action and agendas lists information on legislation by state for Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. References and resources are included. (LLL)

ED 328 867 CG 023 175

Nassir, Balkis
Levels of Conformity to Islamic Values and the Process of Identification.
PUB DATE- 15 Aug 88
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conformity; Cultural Influences; Females; Foreign Countries; Higher Education; *Identification (Psychology); *Islamic Culture; Middle Eastern Studies; Psychology; *Social Behavior; Values
IDENTIFIERS- Saudi Arabia

This study was conducted to measure the conformity levels and the identification process among university women students in an Islamic culture. Identity/conformity tests and costume identity tests were administered to 129 undergraduate female students at King Abdulaziz University in Saudi Arabia. The Photographic Costume Identity Test and the Identity Conformity Tests were both administered in Arabic. The findings from the two tests indicated that the majority of students belonged to the moderate level of conformity to Islamic values as reflected in their clothing, social customs and selected social habits. It is suggested that these students have not fully internalized the Islamic cultural identity. Low level conformers, loners, reported feeling comfortable about their identity, a finding that reflects either a contradiction between their acknowledged religious affiliation and expressed identity preference, or a shallow knowledge of cultural and religious values. The findings showed a positive relationship between student's conformity level and mothers' and friends' level of conformity. The religious factor did not have such a positive effect and exposure to foreign influences did not appear to contribute to low levels of conformity. (BHK)

ED 328 882 CS 010 409

Lore, Rosemary; Chamberlain, Ed

Language Development Component Compensatory Language Experiences and Reading Program 1989-90. Final Evaluation Report.

Columbus Public Schools, Ohio.

PUB DATE- Dec 90

NOTE- 128p.; For 1988-89 report, see ED 313 665.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Communication Skills; *Compensatory Education; *Computer Assisted Instruction; Elementary Education; Individualized Instruction; Individualized Reading; Junior High Schools; Parent Participation; Program Effectiveness; Program Evaluation; Public Schools; Reading Difficulties; *Reading Instruction; Reading Programs; *Remedial Programs; Underachievement; Whole Language Approach

IDENTIFIERS- *CLEAR Reading Recovery Program; Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1

Intended to improve language and reading skills of selected underachieving students, the 1989-90 Compensatory Language Experiences and Reading Program (CLEAR) of the Columbus, Ohio, public schools served 5,135 pupils in grades 1-8. Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading textbooks. Instructional techniques and use of materials based on whole language principles, skill-centered objectives, and computer assisted instruction were applied to fit individual needs. Three different reading treatments were evaluated: regular, whole language, and computer assisted instruction. The program was evaluated through administration of the Comprehensive Tests of Basic Skills as pretest and posttest. Results indicated that: (1) 57.7% of the 2,755 pupils in the overall sample gained more than 3.0 normal curve equivalent (NCE) points in the total reading category and there was an average gain of 5.6 normal curve equivalent points across grades and treatment groups; (2) 64.7% of the pupils in the overall sample of 2,533 students for the reading/oral comprehension category gained at least 3.0 NCE and the average gain was 7.2 NCE across grades and treatment groups; (3) 72.8% of the students were promoted or passed their target courses; and (4) 80% of the students in the whole language program reached an appropriate text reading level for promotion to the next grade. The program will be totally restructured during the 1990-91 school year. (Twenty-six tables of data are included; appendixes include four additional tables of data, and survey and evaluation instruments.) (RS)

ED 328 898 CS 010 427

MacRae-Campbell, Linda

The Importance of Neurological and Cognitive Research for Reading Instruction.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

PUB DATE- 89

NOTE- 34p.; Commissioned by the OERI Literacy Project.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Style; Elementary Education; *Individual Development; Lateral Dominance; Psychological Characteristics; Reading Improvement; *Reading Instruction; *Reading Processes; Reading Readiness; Reading Research; Teaching Methods

IDENTIFIERS- *Brain Research; Triune Brain

New views of intelligence and cognitive learning styles highlight ways to increase educational effectiveness by improving instructional methods. Research shows that both hemispheres of the brain play a role in learning, but evidence indicates that one hemisphere may be more aroused than the other in the case of a particular child. Individuals with a leftward preference tend to perform better on face recognition tasks, while those with a rightward bias perform better on phonetic analysis. Instructional strategies should integrate processes performed by each hemisphere. Some researchers view the mind as triune, encompassing a primal mind, an emotional mind, and a rational mind. Because interesting and exciting instruction appeals to students, establishing an emotionally supportive environment helps facilitate learning. Research shows that the structures and abilities of the cerebral cortex are changed by enriching the environment. New neural connections are developed through: (1) positive social interactions; (2) new challenges; and (3) a healthy cardiovascular and pulmonary system. Furthermore, new research suggests that intelligence can be improved even despite multiple handicaps. Students have identifiable reading styles, so different instructional approaches may be appropriate for different children. Such diversity must be considered when reading programs are developed and implemented. (Fifty-eight notes are included; two addenda--on whole language and on technology and reading--are attached.) (SG)

ED 328 913 CS 212 649

Sanders, Wayne

Does Freedom or Do Monopolies Better Foster Expression: The Problem of Pre-Publication Rights of Authors.

PUB DATE- Nov 90

NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Authors; Constitutional Law; *Copyrights; *Court Litigation; Higher Education; *Legislation; *Publications

IDENTIFIERS- *Copyright Law 1976; First Amendment; Professional Writing; Supreme Court; *Unpublished Materials

The Constitution empowers Congress to protect the rights of authors. There is disagreement, however, over whether Congress may grant authors a limited monopoly on their works or may regulate authorship by permitting reasonable public access to creative works. The traditional view of expansive pre-publication rights for authors is supported by those with interests in: (1) protecting a work before it is published; (2) assuring that the work is ready for publication; and (3) guarding authors' control over the timing of publication. On the other side are public interests in: (1) commenting on matters of public concern; (2) being exposed to information, even absent publication; and (3) being exposed to information in raw, unedited form. The Copyright Act of 1976 codified the traditional distinction between expression, which is legally protected, and ideas, which are not. Under the Act, pre-publication rights of authors remain unsettled. Actions for misappropriation of unpublished works generally fail. Some contract-related suits may be preempted under the Act. Authors' suits for invasion of privacy are not recognized in all states, and may be preempted under the Act. The United States Supreme Court has held that an author's right of first publication outweighed the right of "fair use" by another publisher. The controversy goes to the heart of how best to foster robust debate in a democratic society. Students who contemplate becoming professional writers should be informed of this debate over the rights of authors. (Seventy-six notes are included; 39 references are attached.) (SG)

ED 328 929 CS 507 394

Winograd, Peter; And Others
Influential Teachers and Receptive Students.
PUB DATE- 90
NOTE- 49p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Research; Educational Research; Elementary Secondary Education; Higher Education; *Student Characteristics; Student Evaluation of Teacher Performance; *Student Motivation; *Teacher Characteristics; *Teacher Motivation; *Teacher Student Relationship
IDENTIFIERS- Student Surveys; Teacher Surveys

Social solidarity, the need to relate to significant others, has been identified as a goal that motivates students in classrooms. A study examined a specific instance of social solidarity: the relationship between influential teachers and students they have influenced. One hundred ninety present and former students (from diverse grade levels) and 33 teachers answered questions containing both open-ended items and rating scales. Students responded about particular influential teachers they had encountered; teachers responded about particular students they thought they had influenced. Results from the rating scales revealed that: (1) influential teachers can be characterized along a number of dimensions including competence, warmth, high standards, hostility, and expressiveness; (2) receptive students can be characterized along a number of dimensions including good student, popular, in-trouble, and withdrawn; and (3) teacher and student dimensions are closely related. Results from the open-ended interviews provided insight into how these relationships develop and their importance to both students and teachers. (Six tables are included; 57 references are attached.) (Author/SG)

ED 328 944 EA 022 171

Prasch, John
How To Organize for School-Based Management.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; *Board Administrator Relationship; Boards of Education; Budgeting; Curriculum Development; Decentralization; Educational Planning; Elementary Secondary Education; Organizational Change; Organizational Climate; Organizational Development; Organizational Objectives; Parent Role; *Participative Decision Making; Personnel Management; Policy Formation; *School Administration; *School Based Management; School District Autonomy; School Districts; School Restructuring; Teacher Role; Theory Practice Relationship

Suggestions for the organization of school-based management (SBM) implementation are presented in this guidebook for administrators. Five chapters cover the following topics: pros and cons of SBM; barriers to implementation; board of education relations; leadership roles; implementation mechanisms, such as goal-setting, budgeting, and personnel allocation; curriculum development; and information sharing. A caution is that as SBM becomes more integrated, union power is diluted. Empowerment of individuals, as differentiated from union power, may later threaten union status quo. Figures illustrate the material, and lists of references and resources offer 38 citations. (LMI)

ED 328 960 EA 022 652

Mahony, David
The "New" Economics and Education--Challenge and Opportunity.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Capitalism; *Educational Economics; *Educational Policy; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Government Role; Higher Education; Human Capital; Labor Force Development; *School Business Relationship
IDENTIFIERS- *Australia

The "new" economics of education replaces the "old" economics expressed in human capital theory, which viewed education as contributing to individual enhancement and ultimately to economic betterment. The "old" economics foundered on the rising levels of youth unemployment, a result of declining productivity and economic growth and rising public debt. The "new" economics, emphasizing a more skillful, educated work force, shifts focus from the individual to the national community and advocates linkages between schooling and industry. Both "new" and "old" economics are rooted in the pre-Keynesian economics of the neoclassical school. Unlike laissez faire capitalism, the new economics policy sees government's role as providing a climate that allows the imperatives of business efficiency and economic success full expression. The present highly business-oriented view of a society's resources is not an Australian phenomenon, but must be viewed in its international context. Although the "new" economics may appear discordant to educators, the movement has greatly affected government's educational concerns and goals. Educational communities must respond critically and constructively so that the government's often poorly articulated concerns and the realities of social change receive constructive expression in educational practice. The education establishment's basic duty is to transcend the social obsessions of the moment and balance competing educational aims. (39 references) (MLH)

ED 328 976 EA 022 683

Renchler, Ron

Leadership with a Vision: How Principals Develop and Implement Their Visions for School Success.

Oregon School Study Council, Eugene.

PUB DATE- Jan 91

NOTE- 45p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Collected Works - Serials (022)

DESCRIPTORS- Administrator Characteristics; *Administrator Role; Change Strategies; Cooperation; Educational Change; Educational Environment; *Educational Objectives; Elementary Secondary Education; *Institutional Mission; Leadership Responsibility; Profiles; School Attitudes; *School Effectiveness

Developing and pursuing a "vision" for school success is a crucial part of effective educational leadership. This document explores theoretical models of vision for school success and leadership forces in education; discusses principals as visionary leaders; offers practical advice on developing, implementing, and maintaining a vision for one's school; and discusses the leader's role in shaping a positive school culture. Also explored are definitions of the successful school and the relationship between the principal's personal values, vision, and school culture. Following a brief explanation of the Onward to Excellence Program and Oregon's House Bill 2020 grant program, profiles of several Oregon schools are presented, including North Eugene High School, Pleasant View Middle School, Orchard Hill Elementary School, Oaklea Middle School, and Pilot Butte Junior High School. The profiles emphasize programs and strategies that define or promote the schools' visions for success. Programs in school climate, cooperative environment, staff empowerment, result measurement, restructuring, cooperative learning, grade reporting, home-room programs, at-risk students, talented and gifted students, writing, math, and study skills are among the items described. A section on recommendations and conclusions regarding developing and following a vision for success follows. (26 references) (CLA)

ED 329 039 EC 300 031

Parkinson, Charlotte
The Work on Aging/DD in New York State.
PUB DATE- 26 Apr 90
NOTE- 10p.; Paper presented at the Annual Conference of the National Council on the Aging, Inc. (40th, Washington, DC, April 25-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; Cooperative Planning; Cooperative Programs; Coordination; Delivery Systems; *Developmental Disabilities; Linking Agents; *Mental Retardation; Networks; Older Adults; Program Development; *Social Integration; *State Programs
IDENTIFIERS- *New York

This conference presentation describes New York State programs serving elderly mentally retarded (MR) and developmentally disabled (DD) persons. These service providers offer programming that is sensitive to the impact of the aging process, or provide the opportunity to access community aging programs, or a combination. Linkages are being developed among 13 aging and DD network groups. Three state offices are involved in the effort: the New York State Office for the Aging, the Office of Mental Retardation and Developmental Disabilities, and the Developmental Disabilities Planning Council. The Developmental Disabilities Project began in 1986 to test the feasibility of serving older developmentally disabled persons in congregate settings such as senior centers, nutrition sites, and social adult day care programs. The Project's three phases include studying problems in integrating older developmentally disabled persons into aging network programs and proposing strategies for reducing barriers, implementing a series of demonstrations to test integration strategies, and evaluating the relative effectiveness of the integration strategies and developing a how-to manual. Also described is a state-level Memorandum of Understanding which formalizes coordination and cooperation between the State Aging and MR/DD offices and establishes a model agreement that can be used to guide efforts at the county and regional level. (4 references) (JDD)

ED 329 055 EC 300 049

Carballo, Julie Berchtold; And Others
Survival Guide for the First-Year Special Education Teacher.
Council for Exceptional Children, Reston, Va.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; *Disabilities; Educational Planning; Elementary Secondary Education; Interpersonal Relationship; Parent Teacher Cooperation; Regular and Special Education Relationship; Social Support Groups; *Special Education Teachers; Stress Management; Teacher Administrator Relationship

This book offers guidelines to support beginning special education teachers in their first year of teaching. "Getting Ready To Teach" covers things to do before school begins, such as organizing the classroom and establishing planning and record-keeping strategies. "Tips for the Classroom" focuses on surviving the first day, establishing classroom rules and behavior point systems, guidelines for group behavior, and preparations for substitute teachers. "Building Rapport" emphasizes working with co-workers, administrators, and parents. "Interfacing with Regular Educators" discusses ingredients in a successful regular and special education partnership, communication strategies, and finding sources of support. "Be Kind to Yourself and Enjoy" offers stress management tips for teachers and students and networking suggestions. "Think about It" describes situations that can be better handled if the teacher thinks about them ahead of time, such as encountering serious behavior problems, vandalism, student smoking, or a potential student suicide. "Some Closing Thoughts" and a brief list of information resources available from the Council for Exceptional Children conclude the guidebook. (JDD)

ED 329 071 EC 300 067

Hartman, Rhona C.; Brill, Jay

Financial Aid for Students with Disabilities.

American Council on Education, Washington, DC. HEATH Resource
Center.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 89
NOTE- 13p.; For the 1987 edition, see ED 291 279.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- College Students; *Disabilities; *Need Analysis (Student Financial Aid); *Paying for College; Postsecondary Education; *Student Costs; Student Financial Aid; Vocational Rehabilitation

This fact sheet, an update of a report published in 1987, provides an overview of the financial aid system for postsecondary education. It covers the various types of financial aid, the technical words and phrases used to discuss it, and the process involved in its disbursement. The fact sheet discusses the roles and responsibilities of those who play a significant part in the process of providing aid, such as the postsecondary educational institution, state and federal government, and private resources. It addresses the financial aid application procedure and suggests timelines and resources for individuals seeking financial aid. Particular attention is given to those expenses that are considered disability related, and suggestions are made about ways in which some of those expenses may be met. A brief description is provided of state vocational rehabilitation agencies, and services they provide, and the interaction between the state agency and the financial aid offices of postsecondary institutions. Additional possibilities for financial assistance are suggested, and 12 printed resources are described. (JDD)

ED 329 086 . EC 300 082

Thurlow, Martha L.; And Others

Post-School Occupational and Social Status of Persons with Moderate, Severe, and Profound Mental Retardation. Project Report No. 89-3.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- May 89

NOTE- 66p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adaptive Behavior (of Disabled); Age Differences; Behavior Problems; Daily Living Skills; Day Programs; Employment Level; Graduate Surveys; *High School Graduates; High Schools; Individualized Education Programs; Job Search Methods; Leisure Time; *Mental Retardation; Place of Residence; *Sex Differences; Social Adjustment; Social Life; *Social Status; Social Support Groups; Special Schools; *Vocational Adjustment; Vocational Education

IDENTIFIERS- *Impairment Severity

The occupational and social status of 106 former students with mental retardation was examined from 1 to 5 years after they graduated from or completed schooling in a special high school during the years 1982 to 1986. Results were compiled as a function of the former students' level of mental retardation, gender, and age. The study involved interviews, administration of the Inventory for Client and Agency Planning instrument, and examination of school records. Results are analyzed in terms of: community adjustment; vocational emphasis in individualized education programs; curricular areas of study; work characteristics (job characteristics, earnings, securing employment, job satisfaction); unemployment information; high school employment; job seeking skills; day programs, including satisfaction and assistance in finding day programs; living arrangements; social networks (family relationships, friendships, interpersonal networks); leisure activities; citizenship; support programs; living skills (shopping, paying bills, banking, transportation, telephone use); adaptive behavior; functional limitations; problem behaviors; and service levels. Significant differences in outcomes were found as a function of level of mental retardation, but no difference as a function of gender. Age differences were questionable because of confounding with other variables. For the suburban sample overall, outcomes were quite positive, with over 70% of the sample employed. (37 references) (JDD)

ED 328 745 CE 056 936

Burrow, James L.; Farmer, Edgar I.

Vocational Education Teaching Alternatives: Models for the Delivery of Vocational Teacher Education.

PUB DATE- Dec 88

NOTE- 51p.; Paper presented at the Annual Convention of the American Vocational Association (St. Louis, MO, December 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Delivery Systems; *Educational Change; Higher Education; Knowledge Level; Minority Group Teachers; Nontenured Faculty; Nontraditional Education; Secondary Education; Staff Utilization; Teacher Certification; *Teacher Education Curriculum; Teacher Education Programs; Tenured Faculty; *Vocational Education; *Vocational Education Teachers

A review of the context of vocational education reform highlights historical efforts implemented through legislation requirements in 46 states within some vocational teacher education programs that are consistent with current reform recommendations. Current recommendations include the Holmes Group and the Carnegie Commission proposals for restructuring teacher education. These proposals emphasize strategies for improving the quality of teachers, teaching, and the teaching profession. Three alternative models for the delivery of vocational teacher education identify their relationship to the goals of educational reform: (1) a restricted baccalaureate model; (2) a post-baccalaureate model; and (3) a field-based model for recruiting and inducting nontraditional vocational teachers. Several activities must support the three models of delivery to meet the challenges of reform: (1) creation of a vocational education and teacher education leadership development institute; (2) active recruitment, preparation, and support of minorities; and (3) ensuring that all tenured vocational education teachers meet minimum requirements. Further research activities include: (1) creating a national commission to investigate alternative delivery models; (2) updating the vocational education knowledge base; and (3) exploring the feasibility of differentiated staffing pattern for vocational education teachers. Twelve references and 11 pages of materials to reproduce are provided. (NLA)

ED 328 817 CG 023 123

New Mexico Dropout Study. School Year 1988-89.
New Mexico State Dept. of Education, Santa Fe.
PUB DATE- 89
NOTE- 46p.; Frequent filled-in type. A product of Assessment, Evaluation, and Information Services.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Dropout Research; *Dropouts; Secondary Education; *Secondary School Students; *Trend Analysis

Annually, a statewide school dropout study is conducted in New Mexico. The purpose of the study is to gather and publish information bearing on the extent and nature of the dropout problem in New Mexico public schools. Data on the grade, sex, ethnicity, and reason for dropping out were collected for students who prematurely discontinued their formal education. This issue of the Dropout Study provides detailed information covering the 1988-1989 school year. Survey instruments were sent to each public school in New Mexico that had students enrolled in grade seven or higher. The information presented in this report also includes data from prior years' surveys and show trends over a period of time. This year's data include information for 88 New Mexico public school districts and from 100% of the 243 schools surveyed. A listing of the school districts and schools included in this report, along with their reported number of dropouts, 180-day membership, and dropout rates, is included in the appendix. Statewide summary data by ethnicity, gender, and grade can be found in various graphs and tables within the report. (ABL)

ED 328 835 CG 023 141

The Early Identification and Treatment of At-Risk Youth. Interim Report of the Secretary of Education to the Governor and the General Assembly of Virginia. House Document No. 18.

Virginia State Dept. of Education, Richmond.

PUB DATE- 90

NOTE- 13p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Attendance; Behavior Problems; *Dropout Characteristics; *Dropouts; *Educational Needs; *Educational Policy; *High Risk Students; Program Evaluation; School Holding Power; School Role; Secondary Education; *State Programs; State Standards; Statewide Planning; Student School Relationship; Truancy

Pursuant to Virginia's House Joint Resolution No. 415, calling for the identification and treatment of truants, dropouts, and youths at risk, this interim report provides a background and framework for policies and guidelines in this area, particularly as they relate to dropping out. It then reviews existing or new programs which address related needs and concerns, and cites current issues such as in-school behavioral management needs and the new age-18 attendance requirement. Thereafter, it provides recommendations for data collection and the development of policy guidelines and provides a timetable for completion of this work. (Author/TE)

ED 329 024 EC 222 732

Guidelines for Identifying Children and Youth with Specific Learning Disabilities.

Kansas State Dept. of Education, Topeka. Special Education Administration Section.

PUB DATE- 87

NOTE- 220p.; The content of appendix H has been removed due to copyright restrictions. Cover title varies slightly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Academic Ability; Achievement Tests; Compliance (Legal); Definitions; Educational Legislation; *Eligibility; Evaluation Methods; *Handicap Identification; *Learning Disabilities; State Legislation; *State Standards; Student Evaluation; Testing; Test Interpretation

IDENTIFIERS- *Ability Achievement Discrepancy; *Kansas

The guidelines define procedures outlined by state (Kansas) and federal laws and regulations concerning the identification of students with specific learning disabilities. The first chapter gives the Kansas definition of a learning disability and then outlines the identification process. Chapter 2 provides guidelines for carrying out preassessment. Chapter 3 gives procedures for documenting the exclusionary factors which must be ruled out prior to identification as learning disabled. Chapter 4 offers general criteria for test selection and specific criteria for figuring a student's aptitude when determining whether or not a severe discrepancy exists. Chapter 5 describes the eight achievement areas in which a discrepancy may be established and lists tests appropriate for each. Chapter 6 provides step-by-step procedures for establishing whether or not a severe discrepancy exists. Finally, chapter 7 gives some guidelines for providing/obtaining career education, vocational education, and vocational rehabilitation services. Nine appendixes provide information on: regressed standard scores, standard score conversions from percentile ranks, criterion values for standard error of difference, median age by grade, technical data for the Kansas discrepancy procedures, and Kansas monitoring standards for specific learning disabilities. (DB)

ED 328 702 CE 056 837

Hospitality Occupational Skills Training Cooperative. Project HOST Curriculum Guide.

Northwest Educational Cooperative, Des Plaines, IL.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 103p.; For related documents, see CE 056 836-838.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Adult Vocational Education; *Basic Skills; Behavioral Objectives; Communication Skills; Coping; Critical Thinking; Curriculum Guides; Disadvantaged; Employment Potential; *Hospitality Occupations; *Hotels; *Housekeepers; *Job Search Methods; Job Skills; *Job Training; Learning Activities; Minority Groups; Money Management; Stress Management; Units of Study

IDENTIFIERS- Illinois (Chicago); Partnerships in Education

This curriculum guide provides instructional materials for an 8-week training program, entitled Hospitality Occupational Skills Training (HOST) Cooperative. It offers an alternative skills training program to meet the needs of disadvantaged, minority populations and of employers who must recruit more highly skilled workers from those populations. Eight instructional units are provided: orientation; hotel industry enhancement; employment-related critical incidents; preparation for communication skills; introduction to occupational skills; employment critical thinking skills; management for employability; and job seeking skills. Eight to 15 activities are presented for the 4 days over which the training is spread during each week. An information sheet for each activity provides the activity title; length of time to complete; vocational education and adult basic education competencies covered by the activity; and suggested teaching activities. (YLB)

ED 328 773 CE 056 988

Friedlander, Daniel; Long, David

A Study of Performance Measures and Subgroup Impacts in Three Welfare Employment Programs. Research Report Series RR-87-28.

National Commission for Employment Policy (DOL), Washington, D.C.

SPONS. AGENCY- Family Support Administration (DHHS), Washington, DC. Office of Family Assistance.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

PUB DATE- Mar 87
NOTE- 110p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Employment Patterns; *Employment Programs; *Evaluation Criteria; Federal Programs; *Females; Followup Studies; Income; Predictor Variables; *Program Effectiveness; Vocational Followup; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; California (San Diego); Maryland (Baltimore); Virginia

This study (the first part of a two-part study) analyzed the effectiveness of three mandatory welfare employment programs in serving different segments of the Aid to Families with Dependent Children (AFDC) caseload. Data were collected in evaluations of welfare employment initiatives in San Diego, Baltimore, and several counties in Virginia. Program participation was required for different portions of the AFDC caseload. Eligible applicants and recipients (primarily female) were randomly assigned to experimental groups, which received program services, or to control groups, which did not. Data were collected using AFDC payments and Unemployment Insurance earnings records. With few exceptions, employment and earnings impacts were consistently smaller than average for the welfare applicants and recipients who had the best work records and the least prior welfare experience. The impacts were usually larger for more dependent individuals, although not for the cases that were the most dependent. Programs had less consistent impacts on subgroups defined by characteristics such as marital status and educational level. The outcome measures examined were not valid indicators of program performance. Neither job entries nor cases off welfare were a satisfactory predictor of the changes in employment, earnings, and welfare receipt achieved by the programs studied. (20 references) (YLB)

and practice of vocational education. (NLA)

ED 328 802 CE 057 043

Squires, Paul; Ross, Reginald G.

Literacy Requirements for Customer Service Jobs.

PUB DATE- Aug 90

NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (Boston, MA, August 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Employment Qualifications; *Job Performance; *Job Skills; *Mathematics Skills; Measurement Techniques; Readability; *Reading Skills; Sales Occupations; *Sales Workers; Service Occupations; *Service Workers

IDENTIFIERS- Customer Service; *Workplace Literacy

A study identified the reading and mathematics job requirements for three sales and service jobs. Subjects were 296 employees of a marketing division of a large telecommunication company. The readability of 420 passages from job and training materials was assessed by the Flesch Reading Ease index, which generated a value that was transformed to a grade equivalent score. The 153 arithmetic problems obtained from the materials were assigned a grade equivalent score. The literacy test was the Test of Adult Basic Education. Job performance measures were obtained for 96 subjects to evaluate the validity of the literacy test for the prediction of worker performance. Results indicated the reading scores for 90 percent of the workers were at or above the 11th-grade level; 56 percent of the reading documents evaluated were at or above that level. Mathematics scores for 65 percent were at or above the ninth-grade level; 33 percent of the problems were at that level. The literacy test and a cognitive ability test predicted job performance with equal accuracy. Problems encountered in literacy research were identified, including dimensions of literacy as they relate to the workplace; measuring literacy skills of the workplace; and the level of mastery required to achieve proficiency on the job. (21 references; 10 tables) (YLB)

ED 328 993 EA 022 704

Research-Based School Improvement Practices.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 84
NOTE- 47p.; Light print will not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Improvement; Educational Quality; *Effective Schools Research; Elementary Secondary Education; *Excellence in Education; Outcomes of Education
IDENTIFIERS- *Connecticut

Research-based school improvement practices are examined in this brochure, which is designed to highlight school effectiveness findings of the past decade, stimulate examination of research-based practices in individual schools, and encourage educational cooperation. Twelve sections discuss school improvement strategies at the district, school, and classroom levels in the following areas: managing academic learning time; improving the learning environment; clarifying the school mission; improving instructional practices; understanding learning styles; establishing high expectations; the principal as instructional leader; teacher evaluation; student evaluation; capitalizing on financial and human resources; developing collegiality; and building citizen advocacy. (58 references) (LMI)

ED 329 008 EA 022 735

Serifs, David

Year Round Education: A Closer Look.

PUB DATE- 11 Dec 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Curriculum Design; *Educational Change; Educational Improvement; Educational Trends; Elementary Secondary Education; Futures (of Society); School Organization; *School Restructuring; *School Schedules; *Year Round Schools

The presently used school calendar is based in early agrarian society when children were needed as summer farm labor. Because the needs of the United States have changed, the school year format should be reconsidered. Year-round education (YRE) includes any change made in the school calendar that reorganizes the standard 180 day school year, allows for staggered attendance, or extends instruction up to 240 days. Motivation to implement YRE includes alleviation of overcrowding and strengthening of instructional programs. Students can be in a single track system with all in attendance or be divided into a multitrack system, each with its own instructional period and vacation. YRE systems now total 641 schools in 20 states, 90 percent of which are elementary schools in the high growth states (California, Utah, and Nevada). A number of plans have emerged, including 45-15, which divides the year into four 9-week sessions and a 15-day intersession for increased instruction or vacation; 60-20, which employs three 60-day instruction periods, with three 20-day intersessions; and 90-30, which is composed of two semesters and two vacations. Financial motives typically dominate YRE, as it brings more value to existing facilities. Social impacts include a decrease in juvenile delinquency. Academic improvement has been inconclusive. Analysis, judgment, planning, and leadership are essential elements in administrating a change. YRE is a sound alternative to relieve overcrowding and may provide improved educational opportunities. (18 references) (EJS)

ED 328 674 CE 056 619

Literacy: Tool for Empowering Women.
United Nations, New York, N.Y. Office of Public Information.
PUB DATE- Jul 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; Developing Nations; *Economic Development; *Educational Needs; *Females; Foreign Countries; Functional Literacy; Intergenerational Programs; *Literacy Education; *Program Implementation; Videotape Recordings; Womens Education
IDENTIFIERS- International Literacy Year 1990; United Nations

About two-thirds of the 965 million people in the world who cannot read and write are women, according to the United Nations. Women who are illiterate cannot pass on literacy skills to their children. The United Nations proclaimed 1990 International Literacy Year and conducted conferences for literacy. Education for women and girls was designated a top priority at these conferences. Reasons for female illiteracy identified by conference participants were traditional occupations, traditional attitudes, and economic recession. Even women who can read and write are often functionally illiterate in economic, legal, and political matters, or are forbidden by law or custom from participating in these areas of society. Helping women become more literate in all areas empowers them to take control of their lives. It also benefits society by leading to lower population growth and better education for children. A number of programs are in progress, carried out either by individual governments or between governments and United Nations agencies, to educate women. In the United States, these programs are often called "family literacy" and are linked to Head Start. The involvement of mass media is also vital in promoting worldwide literacy projects. In addition, 10 United Nations agencies have produced a videotape on women and literacy, showing the link between literacy for women and improvements in health care and family planning, increased economic opportunities, and greater civic awareness. (KC)

ED 328 688 CE 056 782

Mao, Leif
Project T.E.A.M. (Technical Education Advancement Modules).
Introduction to Plant Floor Operations.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 26p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Programs; *Computer Networks; Computer Oriented Programs; *Computer Science; Curriculum Guides; Industry; Job Skills; Learning Modules; *Microcomputers; Problem Solving; Protocol Analysis; Skill Development; Technical Education; *Telecommunications; Two Year Colleges; Underemployment; Unemployment

This instructional guide, one of a series developed by the Technical Education Advancement Modules (TEAM) project, is a 16-hour introduction to plant floor operations. The guide is designed to develop the following competencies: (1) understanding the characteristics and components of personal computer (PC) networks; (2) computer networking operations; (3) workstation interconnection (PC network topologies); and (4) transmission media. The module is intended to upgrade basic technical competencies of unemployed, underemployed, and existing industrial employees. The materials in this module serve as a student outline and an instructor guide. The manual includes four units, each focussed on one of the four competencies. Textbooks needed to accompany the manual are listed. Statements of objectives for all four units are grouped together at the beginning of the manual and are followed by handouts relevant to each unit and explaning the specific content to be learned. (NLA)

ED 328 717 CE 056 881

Moore, Charles G.; And Others
Facility Maintenance. V-TECS Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 90
NOTE- 363p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Operation; *Building Trades; Cleaning; Competency Based Education; Criterion Referenced Tests; Electrical Systems; Equipment Maintenance; Facilities; Facility Improvement; Facility Inventory; Hand Tools; Job Performance; *Maintenance; Mechanical Equipment; Occupational Safety and Health; Postsecondary Education; *Repair; Safety Equipment; Secondary Education; State Curriculum Guides; *Trade and Industrial Education

This facility maintenance guide is a compilation of duties, tasks, performance objectives, and performance guides that deals with the psychomotor aspect of an occupation. The guide addresses the three domains of learning: psychomotor, cognitive, and affective. Each unit provides job-relevant tasks, standards of performance, source of standard, conditions of performance, enabling objectives, resources, teaching activities, criterion-referenced questions and answers, a practical application, and a checklist for evaluating student performance. The following units are included: (1) perform safe work practices; (2) care for interior surfaces and surface coverings; (3) care for building exterior and grounds; (4) use hand power tools to maintain and repair interior and exterior of buildings; (5) use hand and power tools to maintain and repair the plumbing and water systems; (6) maintain and repair electrical systems; and (7) maintain and repair heating and cooling systems. Five appendices include: (1) task list and job titles; (2) definitions of terms; (3) tools and equipment list; (4) sources of standards (15 entries); and (5) a 49-item bibliography. (NLA)

ED 328 731 CE 056 906

Moore, Charles G.; And Others
Welding. V-TECS Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 90
NOTE- 190p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Education; Criterion Referenced Tests; Equipment; *Job Performance; Learning Activities; Postsecondary Education; Secondary Education; State Curriculum Guides; Test Items; Units of Study; *Welding

This guide provides job-related tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and criterion-referenced measures in three units of a welding course. Through the curriculum content of the welding course, the guide helps teachers lead students through the learning process, including the psychomotor, cognitive, and affective domains. The three units comprising the curriculum guide cover the following topics: setting up welding equipment, performing burning/welding activities, and performing related duties. Each unit is divided into performance objectives. For each objective are listed a task, standard of performance, source of standard, conditions of performance, enabling objectives, resource, teaching activities, criterion-referenced questions and answers, a practical application, and a checklist for evaluating the student's performance of the application. Appendixes to the guide provide a duty/task list, definitions, lists of tools/equipment/work aids, a 74-item state-of-the-art literature list, and a 7-item bibliography compiled by the South Carolina Writing Team that developed the curriculum guide. (KC)

ED 328 759 CE 056 961

Leviltan, Sar A.; Schillmoeller, Susan
The Paradox of Homelessness in America.
George Washington Univ., Washington, D.C. Center for Social Policy Studies.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 91
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Costs; Federal Aid; *Homeless People; Job Training; Low Income; *Low Rent Housing; *Mental Disorders; *Needs; Policy Formation; *Public Policy; Unemployment
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

Homelessness is a growing problem in the midst of relative prosperity. However, as the problem persists, the public may be becoming increasingly less compassionate to the homeless and annoyed by the problem. Although it is difficult to determine how many people are homeless, the most widely circulated estimate puts their number at about 600,000. Single men, including the chronically mentally ill, make up the vast majority of the homeless population; families with children probably account for about 15 percent of homeless people. Spotty work histories, deficient education, and very low incomes present barriers to the self-sufficiency of homeless persons. Substance abuse and criminal records are more common among homeless singles than in homeless families. A large contributing factor to the problem of homelessness is a nationwide shortage of affordable rental units for low-income households. The loss of most single room occupancy dwellings as well as drug abuse are also major contributing factors to homelessness. The presence of the chronically mentally ill living on the streets calls for a reexamination of the nation's mental health policies, which have for 30 years called for deinstitutionalization. The high cost of aiding homeless people amidst other pressing unmet needs presents formidable obstacles to expanding assistance to this population. In addition to a major initial investment, about $6 billion would be needed annually to provide job training, employment, and support services as well as hospitalization of the seriously mentally ill. (An appendix describes programs funded under the Stewart B. McKinney Homeless Assistance Act. Thirty-eight endnotes are included.) (KC)

Rosenstein-Manner, Merle
An Evaluation of School-Based Support Groups for Children of Divorced or Separated Parents. No. 195.
Toronto Board of Education (Ontario). Research Dept.
PUB DATE- Oct 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Custody; Coping; *Divorce; Elementary Education; *Emotional Adjustment; Family Problems; Family Relationship; Fatherless Family; Foreign Countries; *Group Counseling; One Parent Family; *Peer Counseling; *Program Effectiveness; Program Evaluation; Remarriage; School Counseling; Social Support Groups
IDENTIFIERS- Canada; *Ontario (Toronto)

In the 1989-90 school year, POINT (Parents and Organizations in North Toronto) and Social Work Services, Toronto (Ontario) Board of Education, conducted six peer-support groups for those elementary school children (grades 5-8) in North Toronto whose parents were divorced or separated. Topics covered in 10 weekly 1-hour sessions included parental fighting, information provided to children by parents prior to divorce or separation, custody, visitation, parental dating, stepparents, and remarriage. The success of the program was evaluated by psychometric instruments to measure children's anxiety; questionnaires, and surveys of parents, teachers, and children in three of the six support groups were used, along with anecdotal information based on group leaders' experiences. Results indicated that many goals of developmental facilitation groups for children were realized, including: (1) normalizing the sense and experience of being a child of divorce; (2) clarifying divorce-related concerns; (3) providing a safe place for children to address emotionally painful aspects of parental divorce and post-divorce life; (4) communicating to parents the nature of children's concerns and conflicts; and (5) helping children share and develop coping skills. While children's measured anxiety did not decrease, their responses indicated that the groups were helpful to them in dealing with divorce and separation issues. Parents also reported positive changes in their children's home behavior, but teachers did not observe significant classroom behavior changes. Twenty-five references are included and instrumentation is appended. (TE)

ED 328 852 CG 023 159

Hills, Tynette W.

Identifying and Fostering Positive Student Behavior: New Jersey Project on Student Expectations.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Dec 85
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) I
DESCRIPTORS- *Behavior Problems; Codes of Ethics; Discipline; *Discipline Policy; *Educational Environment; Elementary Secondary Education; Self Control; *Student Behavior; *Student Responsibility; Student School Relationship

This booklet informs teachers, administrators and other educational personnel about how students learn to regulate their own behaviors, which kinds of behavior are pertinent to successful learning in schools, and what processes can bring about agreement on behavioral standards among students, parents and school personnel. A review of theory and research on positive student behavior includes a statement of the problem, specific expectations for student behavior and principles of discipline. The New Jersey Project on Student Expectations is described, including rationale and objectives for prevention of behavioral problems in the schools. Instructional programs for fostering positive student behavior are described. These include: (1) social learning; (2) structured learning approaches; (3) cognitive-affective problem solving; (4) general instructional strategies; (5) standards for social-personal behavior, and (6) validated programs of demonstrated effectiveness. Appendices include a list of the advisory committee membership and districts participating in the New Jersey project, shared expectations for student behaviors, validated programs for fostering positive student behavior and a listing of related publications of the New Jersey State Department of Education. (LLL)

ED 328 930 CS 507 395

Hughes, Lorave; Fadely, Dean

When Apologia Fails: J. Danforth Quayle and the Idea of the Absent.

PUB DATE- Apr 90

NOTE- 26p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Birmingham, AL, April 5-8, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Political Candidates; *Presidential Campaigns (United States); *Public Relations; Public Speaking; *Rhetoric

IDENTIFIERS- Political Rhetoric; *Quayle (Dan); Republican Party; *Rhetorical Strategies; Vice Presidential Debates; Vice Presidents

The 1988 vice presidential campaign became a quagmire for Dan Quayle and the National Republican Party. To regain their footing and rehabilitate Quayle, the Republicans adopted two classic strategies for coping (often studied in the academy): rhetorical apologia and minimal exposure. During the campaign, an accusation was made that Quayle used his powerful family connections to gain a post in the journalism department of the National Guard to avoid active military service during the Vietnam era. The accusation was accompanied by criticisms of Quayle's poor academic record and his undistinguished Senate career. In the first stage of the Quayle campaign, it seemed every new bit of information that emerged concerning Quayle damaged the Bush-Quayle ticket. A second stage was characterized by the basic elements of rhetorical apologia: denial, bolstering, differentiation, transcendence, and minimization. In a third phase of the campaign, Quayle's handlers began to quarantine him from curious reporters and only allowed him to appear before audiences guaranteed to react favorably. George Bush appeared with his running mate only twice, and Quayle's name disappeared from bumper stickers. Quayle became the first vice presidential candidate to be gracefully removed from the ticket without being removed. (Sixty-eight notes are included.) (SG)

ED 328 945 EA 022 226

Crowson, Robert L.; Morris, Van Cleve
The Superintendency and School Leadership. The National Center for School Leadership Project Report.
Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Responsibility; Administrator Role; Administrators; Centralization; Decentralization; Elementary Secondary Education; Leadership; *Leadership Qualities; Organizational Communication; Organizational Theories; Public Relations; *Risk; School Based Management; School District Reorganization; School Districts; School Restructuring; *Superintendents; Vertical Organization

Current school restructuring experiments are likely to result in more balanced local education systems characterized by decentralized and centralized control. The potential leadership contributions of school district superintendents in a balanced system are described in this exploratory study, which is based on agency theory, a politics-oriented analysis of organization hierarchy. Interviews with 10 predominantly male elementary school superintendents and observation of 5 superintendents indicate that the allocation of responsibility for risk, understanding of the system as a whole, and integration of school district and community norms and values are important leadership contributions. (40 references) (LMI)

ED 329 040 EC 300 032

Michael, Robert J., Ed.
Perceptions: Volume 25. Numbers 1-4, Fall 1989-Summer 1990.
Association of New York State Educators of the Emotionally Disturbed.
PUB DATE- 90
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Problems; Cognitive Style; Delinquency; *Educational Practices; Elementary Secondary Education; *Emotional Disturbances; Intervention; Low Income Groups; Mainstreaming; Mastery Learning; Minority Groups; Neurological Impairments; Parent Teacher Cooperation; Student Placement; *Teaching Methods

Four issues of the quarterly publication of the Association of New York State Educators of the Emotionally Disturbed are brought together in this document. Each issue includes an editorial, articles, ideas from classroom teachers, letters to the editor, and abstracts of recent literature. Titles and authors of major articles include: 'Providing Success through a Powerful Combination: Mastery Learning and Learning Styles'' (Richard Shands and Carolyn Brunner); ''Traumatic Brain Injury: Emerging Issues'' (Ted Kurtz); 'Developing Home and School Partnerships'' (Connie Flood and Ralph Flood); 'Don't Duck the Tough Questions General Educators Raise about Mainstreaming'' (Carmen Iannaccone and Richard Frazita); 'Ethnocentrism and Racism: The Overrepresentation of Minorities and Poor in Special Education Programs for the Emotionally Disturbed'' (Herbert Foster); 'Re-Educating Highly Resistant Emotionally Disturbed Students'' (Nicholas Long); ''A Description of the Communication Disorders/Hearing Impaired Program'' (Robin Stall); ''It's Time To Mix Not Match'' (Michaela D'Aquanni); ''Juvenile Offenders in the 90s'' (Samuel DiGangi and others); 'Results of a National Correctional/Special Education Survey'' (Carolyn Eggleston); ''Child-Saving Work: An Historical Review'' (Lyn Bauer); ''A Nonaversive Intervention into Disruptive Classroom Behaviors'' (Richard Ashcroft); and ''The Dually Diagnosed Offender'' (Keith Curry and Idajean Windell). (JDD)

ED 329 056 EC 300 050

Ruz, Magdalena

To Refer or Not To Refer...What Are the Questions? Evaluative Questions for Procedural Implementation of an Effective Prereferral Phase for Culturally Diverse and Limited English Proficient Students.

PUB DATE- Oct 90

NOTE- 6p.; Paper presented at the Council for Exceptional Children Symposium on Culturally Diverse Exceptional Children (Albuquerque, NM, October 18-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Cultural Background; *Cultural Differences; Elementary Secondary Education; Evaluation Methods; *Language Handicaps; Limited English Speaking; *Referral; Student Evaluation; Test Bias

IDENTIFIERS- *Prereferral Intervention

Culturally specific behaviors must be considered in the pre-referral phase of assessing culturally diverse/limited-English-proficient students. Inferences regarding the reasons for students' performance reflect the knowledge base acquired by the school staff concerning a student's culture. Evaluative questions can gather data to assure non-biased assessment of culturally diverse/limited-English-proficient students. Such an evaluation involves: language proficiency/dominance information; review of records; observation; interviews with parent, teacher, and student; work samples; testing; and analytic teaching. (JDD)

ED 328 746 CE 056 937

Cantor, Jeffrey A.

Public Education and Economic Development: Partnerships that Work.

PUB DATE- 16 Feb 91

NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 16, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Agency Cooperation; *Coordination; Delivery Systems; *Economic Development; *Employment Programs; Federal Programs; Job Development; Job Placement; *Job Training; *Labor Force Development; Labor Needs; Models; Postsecondary Education; Success; Vocational Education

A study examined the relationship between job training delivery systems and local economic development to determine what kinds of organizational relationships work best to promote coordination. The 6 sites selected from over 80 nominations were chosen because they linked job training with economic development efforts; produced sustained, positive outcomes; and included joint actions of two or more service providers. During site visits, researchers made observations, interviewed all principal parties, and collected data. Extensive record and document analyses were made. Two sites were highlighted. The study produced a planning and development model for the formation of partnerships and linkages of job training and local economic development. Success was keyed to having a single organization at the center of an institutional arrangement responsible for both economic development and job training activities at all sites. The new organization had not necessarily been created to support joint activities only. Tied to the organization was always a small group of collaborating organizations, whose actions were formally bound through contractual agreements or as a result of the arrangement itself. Other success factors were identified in terms of interorganizational memberships, interorganizational operations, and capability for dealing with economic development over an extended period of time. (15 references) (YLB)

ED 328 788 CE 057 009

U.S. Employment in an International Economy. Report No. 24.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jun 88
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Blue Collar Occupations; Competition; Consumer Education; Dislocated Workers; Economic Change; Employment Patterns; Financial Policy; *Global Approach; Human Capital; *Immigrants; *International Trade; Investment; Job Enrichment; Job Training; *Labor Economics; Labor Market; Lifelong Learning; Refugees; White Collar Occupations

A labor market-oriented study of the effects of internationalization provided background for National Commission for Employment Policy (NCEP) recommendations on ways to enhance the ability of the U.S. economy to compete in world markets. The analysis focuses on three major dimensions: (1) trade in goods and services; (2) immigrants (legal and illegal) and refugees; and (3) investment in physical and human capital. The first half of the 1980s was characterized by an expansive fiscal policy combined with a restrictive monetary policy. The resulting pattern of demand favored job growth in service and white collar jobs, often displacing workers in the manufacturing sector. Trade can be viewed as part of the solution of economic realignment. Research on immigrants and refugees concentrated on empirical studies in specific local and regional labor markets. Factors such as time in the United States, knowledge of English, previous educational attainment, and the availability of family or ethnic group support affect the rate at which new arrivals enter the economic mainstream. An important characteristic of investment in the modern world is that it takes place across international boundaries. Investment in human capital is an international phenomenon, an important part of economic competitiveness. In order to remain competitive, the country's work force must be improved to increase productivity. Public and private resources should be allocated to education. Saving and investing is favored over borrowing and consuming, to help the economy work more equitably and efficiently. However, the international dimension shortens the amount of lead time to respond. (A list of NCEP-sponsored research on employment and internationalization, 13 references, and a list of NCEP publications are included.) (NLA)

ED 328 818 CG 023 124

Brennan, Patricia A.; Mednick, Sarnoff A.

Childhood Psychopathology as a Predictor of Violent Criminal Behavior.

PUB DATE- Aug 90

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Antisocial Behavior; *At Risk Persons; Behavior Patterns; *Children; *Crime; Foreign Countries; *Hyperactivity; Longitudinal Studies; *Predictor Variables; *Psychopathology

IDENTIFIERS- *Denmark

Hyperactive children appear to be at an increased risk for antisocial behavior in life. Follow-up studies using self-report and official criminal data have found that hyperactive children are more likely than controls to commit crimes, to be arrested for crimes, to be convicted of crimes, and to be diagnosed with Antisocial Personality Disorder in their adolescent and adult years. This study examined the relationship between childhood hyperactivity and adult violent criminal behavior utilizing prospective, longitudinal data from a Danish birth cohort of 129 males. Hyperactivity was measured by teacher, parent and neurologist ratings of behavior completed when the subjects were 11-13 years old. Police records of violent criminal behavior were ascertained when the subjects were 20-22 years old. The results supported the view that hyperactivity in childhood predicts an increased risk of violent offending later in life. Subjects who were pervasively hyperactive (rated hyperactive by teacher, neurologist, and parent report) seemed especially prone to violent behavior, with over one-third showing a criminal arrest for violence by early adulthood. Previous research findings, taken together with the results of this study, suggest that very early central nervous system dysfunction may predispose individuals to hyperactive behavior, and that this behavior in turn may increase the likelihood that they will develop into adult violent offenders. (ABL)

ED 328 868 CG 023 176

AIDS Fact Pack.
Center for Population Options, Washington, DC.
PUB DATE- Dec 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; Females; *Health Education; *Sexuality

The three fact sheets presented in this document address issues surrounding adolescent sexuality and sexually transmitted diseases (STDs), especially the Acquired Immune Deficiency Syndrome (AIDS). The first fact sheet, "Young Women and AIDS: A Worldwide Perspective," suggests that since open discussions of adolescent sexuality have long been taboo, as have discussions of non-reproductive female sexuality, adolescent female sexuality is doubly taboo. Considering that aside from abstinence, frank discussion of high risk behaviors and safer sex techniques are the only two known methods of stopping the spread of the AIDS virus, this silence prevents young women from learning how to protect themselves from the Human Immunodeficiency Virus (HIV). The second fact sheet, "Adolescents and Sexually Transmitted Diseases," looks at the rapid growth of HIV infection and its implications for the overall reproductive health status of today's adolescents. It is noted that while adolescents, because of their risk-taking behavior, experience higher rates of STDs than any other age group, they are least likely to obtain care. The third fact sheet, "Adolescents, AIDS, and the Human Immunodeficiency Virus," addresses the status of HIV in the United States, HIV infection among teenagers and young adults and teenagers at risk for early, unplanned sexual intercourse, STDs, drug and alcohol use, running away, and prostitution. References are included. (BHK)

ED 328 883 CS 010 412

Bass, Jo Ann F.

Emergent Literacy: Ensuring that Students "Emerge" with Self-Esteem Intact.

PUB DATE- 13 Dec 90

NOTE- 13p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Beginning Reading; *Classroom Communication; *Classroom Environment; Cooperative Learning; Oral Reading; Primary Education; Questioning Techniques; *Reading Instruction; Reading Strategies; *Self Esteem; Student Needs; Teaching Methods

IDENTIFIERS- *Emergent Literacy

Reading is an area of the curriculum that contains many opportunities for students to develop self-esteem. Three common procedures used in the classroom, however, are likely to threaten students' self-esteem: required oral reading; team selection and the aspect of competing and declaring winners and losers; and question and answer procedures. Alternatives to required oral reading include one-to-one reading; choral reading using big books and language experience charts; reading along with a tape-recording of a predictable book; "partner reading"; "perfection reading"; and "impress reading." Alternatives to competitive teams include random selection of team members and avoidance of team rankings. Alternatives to traditional question and answer techniques are to ask questions a student can answer; rephrasing the question for the student; giving praise for the part of an answer that is correct; and offering clues. Instructional strategies for fostering self-esteem in beginning readers are dependent upon the teacher. Whenever teachers are unsure as to whether a classroom practice will damage a students' self-esteem, the teachers should ask themselves how they would feel in that situation. (RS)

ED 328 899 CS 010 428

Chall, Jeanne S.

The Role of Phonics in the Teaching of Reading: A Position Paper Prepared for the Secretary of Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
PUB DATE- 1 Mar 89
NOTE- 31p.; Commissioned by the OERI Literacy Project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adult Literacy; Decoding (Reading); *Educational History; Elementary Education; *Phonics; *Program Effectiveness; *Reading Improvement; *Reading Instruction; *Reading Research; Sight Method; Sight Vocabulary; Theory Practice Relationship
IDENTIFIERS- National Assessment of Educational Progress; *Reading Theories

Phonics has been taught from the time of the ancient Greeks to make the written language more accessible. The first task of learning to read is learning to recognize in print the language used in speech. As a result of many studies conducted during the 1960s which demonstrated the effectiveness of phonics, its use as an instructional method increased during the 1970s. A synthesis of the research evidence of 1910 to 1965, an update to 1983, a review of recent research and theory, and evidence from the National Assessment of Educational Progress all point to the first importance of teaching children how to decode words. The research demonstrates the importance of awareness of how words are segmented into syllables and phonemes, and how they map to letters, word parts, and words. Schools of education and educational publishers should embrace ''what works'' and avoid programs based on shaky assumptions with little evidence of success. Furthermore, the federal government should support the development of tests that can disentangle different aspects of reading from one another, as part of a quest for the best instructional methods. Such tests can also help educators understand individual differences in reading at all levels. (Sixty-two references are attached.) (SG)

ED 328 914 CS 212 650

Watkins-Goffman, Linda

The Teaching of Writing: A Pedagogy of Hidden Questions.

PUB DATE- Oct 89
NOTE- 9p.; Paper presented at the Annual Northeast Regional Conference of English in the Two-Year College (Albany, NY, October 12-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Basic Writing; *Revision (Written Composition); Second Language Learning; *Self Evaluation (Individuals); Teaching Methods; Two Year Colleges; Writing Evaluation; Writing Skills
IDENTIFIERS- Basic Writers; Writing Development

In order to become empowered and autonomous writers, students need to learn self-evaluation techniques to help them revise their writing instead of simply editing it. Basic writers and English-as-a-Second-Language (ESL) writers especially need concrete aids that can guide them, at least in the initial stages of learning, to write in a mode in which they have had little or no experience. One answer to this problem is to teach such students that revising is a process of reading to formulate questions about the text. A series of checklists can be very useful in introducing students to the skill of reading critically, a habit which can serve them well throughout their entire academic careers. These checklists could be answered by their peers after each student writer reads aloud a rough draft to the class. The questions on the checklists vary depending on the mode of rhetorical discourses being assigned: narrative, expository, or descriptive. Questions can be positive or negative. After the student has written and revised, other questions that target errors in grammar should be asked. The goal is to teach the students to look at their own drafts from the objective viewpoint of a reader, keeping in mind that the instructor is the final audience. (RS)

ED 328 961 EA 022 655

Leak, Lawrence E.; And Others
Professional Development Resource Book for School Principals.
Maryland Univ., College Park. Dept. of Education Policy, Planning, and Administration.; Maryland Univ., College Park. Maryland LEAD Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 252p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Annotated Bibliographies; Clinical Supervision (of Teachers); Communication Skills; Conflict Resolution; Decision Making; Educational Planning; Elementary Secondary Education; Human Relations; Instructional Leadership; Interpersonal Relationship; *Principals; Problem Solving; *Professional Development; Program Descriptions; *Resource Materials; Staff Development; Stress Management

The emergence of LEAD Centers, Principals' Centers, and other similar principal support efforts are an acknowledgement of the demanding professional requirements placed upon principals. This document provides an easy-to-use reference listing of resources identified by the Maryland Commission on School-based Administration and the Maryland LEAD Center. The following 10 behavioral skills are featured in individual chapters: interpersonal and human relations; instructional supervision; staff development; planning and goal setting; problem analysis; decision making; communication; coordination; conflict management; and stress management. Each chapter identifies selected programs, print resources, media resources, and potential consultants. The appendices include the following information: (1) behavioral descriptions for the 10 skill areas and a format for developing an individualized professional development plan; (2) names and addresses of the vendors cited and associations that serve the professional development needs of principals; (3) contact information for the educational projects currently funded by the federal government; (4) a list of Educational Resources Information Center clearinghouses; and (5) brief biographical sketches of the authors. (MLF)

ED 328 977 EA 022 684

Chalker, Donald M.
School Improvement Can't Be Negotiated.
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; *Collective Bargaining; *Educational Improvement; Elementary Secondary Education; Employer Employee Relationship; Labor Relations; Negotiation Impasses; *Participative Decision Making; Teacher Administrator Relationship; Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association

School improvement cannot be negotiated. In many educational circles, negotiation carries a negative connotation that creates a perception of adversaries, causing trust levels between participants to decline. Decisions made in an atmosphere of adversarial relationships between teacher unions and school boards are not always the productive consensus-oriented decisions required in site-based management. Some commonly negotiated site based issues are: (1) curriculum restructuring, in which excellence has the best chance of developing when a team is formed; (2) teacher empowerment, in which both teacher unions and boards of education must cooperatively empower teachers and administrators to make site-based decisions; and (3) academic freedom in regards to who will make instructional decisions in the school setting. Effective schools can best be developed by decision making at the local level through team settings, not negotiations. Decisions that focus on the needs of children and not special interests are the most hopeful solution to the union/management dilemma. (EJS)

ED 328 994 EA 022 707

The School Effectiveness Report: History, Current Status, Future Directions.

Connecticut State Dept. of Education, Hartford. Bureau of School and Program Development.

PUB DATE- 7 Feb 89

NOTE- 34p.; Print in appendices will not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Equal Education; *School Effectiveness; State Aid; *State Programs

IDENTIFIERS- *Connecticut

The Connecticut School Effectiveness Program, a statewide voluntary school improvement program, is described in this report. Information is presented on program activities and services, accomplishments, and areas of concern. The first section discusses the system used to determine individual schools' eligibility for state technical assistance at the priority, support, or advisory levels. Six adaptable steps for putting research into practice are described in the second part. The equity issue is examined in the third section. Based on the belief that all students are capable of learning, the program developed Connecticut Mastery Tests to measure statewide rather than grade level achievement and to build action plans for coping with controllable as well as unchangeable variables. The fourth section looks at the future of the program and discusses such innovations as Chapter 1 and Chapter 2, recent Congressional amendments, restructuring and accountability, and other state initiatives. Ten program recommendations are offered in the final section. Appendices include a map of participating schools, list of school effectiveness services, participating schools and districts, summary profile, Connecticut Mastery Test evaluation, action plan and related activities, progress report, achievement profile, and mathematics objectives. (17 references) (LMI)

ED 329 025   EC 233 209

Kappel, Bruce; And Others
1990 Report: "The Heart of Community is Inclusion..."
Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.
PUB DATE- 1 Jan 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Adults; Daily Living Skills; *Developmental Disabilities; *Eligibility; Financial Support; Human Services; Independent Living; *Normalization (Handicapped); *Personal Autonomy; Program Evaluation; *Social Integration; State Programs; Statewide Planning; Supported Employment
IDENTIFIERS- Empowerment; *Minnesota

This report examines the need for inclusion of people with developmental disabilities in community life and describes activities of service providers in Minnesota toward meeting that goal. Part 1 reviews issues of eligibility involved in the exclusion of individuals with developmental disabilities from services. The lives of people who are unserved or underserved and potential changes in eligibility criteria are discussed, as are underlying issues of power and resources. Part 2 examines critical issues including values, home and family life, education, employment, and funding problems. Part 3 focuses on empowerment of individuals and the need for a system accountable to the individual, including comprehensive planning, assessment, support, and evaluation components. The report includes photographs, public testimony, statistical data, and policy recommendations. (PB)

ED 329 072 EC 300 068

Lavine, Eileen M.; Romeo, Joan Z.

Life after School for Children with Disabilities: Answers to Questions Parents Ask about Employment and Financial Assistance.

National Association of State Directors of Special Education, Washington, D.C.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Children; *Child Rearing; *Disabilities; *Employment Opportunities; Financial Support; Organizations (Groups); Resources; Transitional Programs; Wills; Young Adults
IDENTIFIERS- *Supplemental Security Income Program

This pamphlet answers questions parents often ask about employment and financial assistance opportunities for their children with disabilities who are exiting the school system. The questions are organized within the topics of transition planning, eligibility for financial aid, receiving benefits, impairment-related work expenses, living arrangements, wills and trusts, and other entitlement. A bibliography lists seven suggested readings, and a list of local, state, and national organizations is included. (JDD)

ED 329 087 EC 300 083

Lakin, K. Charlie; And Others

Medicaid Services for Persons with Mental Retardation and Related Conditions. Project Report 27.

Minnesota Univ., Minneapolis. Center for Residential and Community Services.

SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.

PUB DATE- May 89

NOTE- 206p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; Community Programs; Deinstitutionalization (of Disabled); Developmental Disabilities; Federal Aid; Federal Programs; *Federal State Relationship; Group Homes; Home Programs; Medical Services; *Mental Retardation; National Surveys; Nursing Homes; Prediction; *Public Policy; Residential Programs; State Agencies; State Programs; *Trend Analysis

IDENTIFIERS- *Intermediate Care Facilities; *Medicaid

This report examines policy-related trends and projections in the use of various Medicaid-funded care services for persons with mental retardation and related conditions, and identifies factors influencing these trends nationally and in the various states. The examination is based on three sets of research activities: analyses of databases on residential services for persons with mental retardation; a survey of all state mental retardation/developmental disabilities (MR/DD) agencies; and case studies of 10 states. Sections of the report examine: (1) the mission and commitments of state MR/DD agencies as they themselves identify them; (2) past, present, and projected patterns of residential services in the nation and in the various states, focusing on general trends and contributing factors in long-term care service provision, irrespective of the role of Medicaid; (3) past, present, and projected utilization of Intermediate Care Facilities for the Mentally Retarded, with states' considerations in weighing costs and benefits to themselves and service consumers of the various Medicaid options; (4) status of Medicaid Home and Community-Based Services programs within the different states and state perceptions of program strengths and limitations; (5) status of persons with mental retardation in nursing homes and the implications of Public Law 100-203 which requires states to review the appropriateness of those placements; and (6) state use of Medicaid options other than Intermediate Care and 'Medicaid waiver'' services. Appendixes contain literature-based behavioral outcomes associated with movement from state institutions to small community living arrangements and a copy of the interview form used in the case studies. (36 references) (JDD)

ED 328 703 CE 056 838

Northwest Educational Cooperative Participant Policy Manual.
Northwest Educational Cooperative, Des Plaines, IL.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 38p.; For related documents, see CE 056 836-837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; Affective Behavior; *Behavior Standards; Communication Skills; Conflict Resolution; Cooperation; Critical Thinking; Criticism; Disadvantaged; *Hospitality Occupations; *Hotels; Housekeepers; Hygiene; Internship Programs; Job Skills; *Job Training; Minority Groups; Substance Abuse; Work Experience Programs
IDENTIFIERS- Illinois (Chicago)

This policy manual provides guidelines for participants in the Northwest Educational Cooperative's (NEC's) Hospitality Industry Training Program. It sets forth the program expectations that participants must meet before they are sent on interviews. Topics covered include: attendance and punctuality; attitude, including respect for others, communication, conflict resolution, giving and receiving criticism, and appropriate behavior; personal appearance; chemical dependency; probation; NEC's practice work-site internship; and cooperation. (YLB)

ED 328 803   CG 022 132

Sheppard, Harold L.; Streib, Gordon F.
Aging in China.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Cultural Influences; Demography; Economic Factors; *Family Structure; Foreign Countries; *Futures (of Society); *Older Adults; *Population Trends; Rural Urban Differences
IDENTIFIERS- *China

This document consists of facts and impressions gathered during 1984, in the course of an 18-day visit to the Peoples Republic of China by a team of epidemiologists and gerontologists from the United States. The major portion of the paper presents demographic, economic, and social perspectives on aging in China. It is noted that China remains a heavily rural society; that the current population target for the year 2000 is 1.2 billion; and that life expectancy in Shanghai and Beijing has reached 73 years. Economic and cultural reasons for high fertility and/or birth rates in rural areas are discussed. Filial responsibility and the implications for caregiving of China's one-child per couple policy are considered. The influence of Marxism regarding population control is examined, the functioning of the pension system in China is discussed, and the formation and functioning of local gerontological organizations in China are described. A section on closing observations compares and contrasts the growth in urban areas of nuclear families and the increase in rural areas of the traditional Chinese extended family. A list of the visiting team members and the major places visited is included. (NB)

ED 329 009 EA 022 740

Fielding, Glen
Curriculum Leader's Handbook.
Linn-Benton Education Services District, Albany, Oreg.
PUB DATE- Nov 90
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Educational Development; Educational Objectives; *Educational Planning; Elementary Secondary Education; Instructional Development; Program Evaluation; Program Implementation; Student Educational Objectives; Textbook Selection

Focusing on the school district's written expectations for students, this document examines curriculum improvement in four sections, each accompanied by a list of related references. The first section explores the organizational and substantive planning needed to structure any curriculum improvement project effectively and includes information on organizing groups, establishing an improvement cycle, determining the purpose of the curriculum and nature of the goals to be included, and deciding the portion of the teacher's overall curriculum to be represented. Second, the development phase is discussed in terms of curriculum preparation, textbook selection, and the development of assessment and information management procedures that support the curriculum. Third, plans and procedures teachers develop to set curriculum in motion in the classroom are discussed along with staff development, staff support, and the clarification of roles, tasks, and timelines. Last, the implementation-oriented and outcome-oriented evaluation of improvement efforts is described. A workshop supplement and a form showing the instructional attention to be given essential learning skills in different subject areas are appended. (CLA)

ED 328 675 CE 056 631

Leuci, Mary Simon
The Rusty Bucket. Community Economic Development that Makes Sense.
PUB DATE= 3 Nov 88
NOTE= 25p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 3, 1988).
LANGUAGE= English
EDRS-PRICE= EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE= Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS= *Adult Education; Clearinghouses; *College Programs; *College Role; *Community Development; *Community Education; Community Resources; *Economic Development; Educational Responsibility; Extension Education; Higher Education; Workshops
IDENTIFIERS= Missouri

A dynamic community economic development and education process has emerged in Missouri. This effort is bringing about changed awareness and attitudes as well as developing skills and community self-help actions as a result of collaboration between communities, Extension specialists, and the University of Missouri-Columbia. One of the institutions growing out of the need of Missouri communities for assistance is the Clearinghouse for Community Economic Development, initiated in mid-1985 at the university. The primary mission of the clearinghouse is to empower community members to make informed decisions and to shape the future actively for themselves. Community economic development is an education and action process that involves many people thinking through the future of their community, seeing that the changing world is providing new opportunities for innovation and revitalization, and then working together to make their dreams a reality. The process enables people to believe that it is possible to create jobs or income using local resources through actually seeing others' success. The clearinghouse uses "Rusty Bucket Workshops" to introduce a method of analyzing a local economy for opportunities. Then the participants brainstorm projects which could lead to important substitution, value addition, or resource enhancement. One means of developing a deeper understanding of the workings of the local economy is by using the Economic Base Study, a computer model developed at the University of Missouri which gives a profile of a county's economy that allows for comparison with all of Missouri's counties plus any other state counties which border on Missouri. Finally, another important tool developed by the clearinghouse, the Tool Kit for Economic Development, helps participants share information and sparks creativity. Adult educators and Extension leaders can play a leadership role in fostering community economic development. (KC)

ED 328 689 CE 056 783

Mason, Joan S.
Project T.E.A.M. (Technical Education Advancement Modules). Interpersonal and Communication Skills.
Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 52p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Assertiveness; Career Choice; Career Education; *Communication Skills; *Conflict Resolution; Course Content; Employment Interviews; Employment Potential; Futures (of Society); *Interpersonal Competence; Job Skills; Secondary Education; Speech Communication; *Technical Education; Technical Occupations; Technological Advancement; Two Year Colleges; Units of Study

This module was developed by Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training for unemployed, underemployed, and existing industrial employees needing upgrading. The module is a 6-hour overview course intended to develop competencies in the following interpersonal and communication skills: understanding the communication process and its effective use; listening as a means to improved communication; team building; conflict management; assertiveness as a communication strategy; and interviewing. The manual serves as a student outline and as an instructor guide. It includes information sheets, role-playing exercises, fill-in forms, and other learning activities. (KC)

ED 328 718 CE 056 882

Vaughan, Ellen C.; Elliott, Ronald T.
South Carolina Guide for Small Business Management.
South Carolina State Dept. of Education, Columbia. Office of
Vocational Education.
PUB DATE- 90
NOTE- 311p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Behavioral Objectives; *Business Administration; *Business Administration Education; *Competency Based Education; Entrepreneurship; High Schools; Management Information Systems; Marketing; Merchandising; Money Management; Personnel Management; Postsecondary Education; Psychomotor Skills; *Self Employment; *Small Businesses; Thinking Skills
IDENTIFIERS- South Carolina

This guide for small business management in South Carolina addresses the three domains of learning: psychomotor, cognitive, and affective. The guide contains suggestions for specific classroom activities for each domain. Each of the 11 units or tasks in the guide contains a competency statement followed by performance objectives, job-relevant instructional activities, instructional material resources, and evaluation standards. The 11 units are: (1) management functions; (2) marketing mix; (3) organization for marketing; (4) managing the marketing plan; (5) financial management; (6) personnel management; (7) management information systems; (8) management of merchandise; (9) management of sales and promotion; (10) managing customer relations; and (11) entrepreneurship. Two appendices contain a 16-item bibliography and definitions of terms. (NLA)

ED 328 732 CE 056 908

High Technology Partnership Project.
Francis Tuttle Vo-Tech Center, Oklahoma City, OK.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Students; Demonstration Programs; High Schools; *Job Training; Postsecondary Education; *Program Implementation; Regional Schools; *Retraining; Teaching Methods; *Technical Occupations; *Technological Advancement; Vocational Education; Vocational Schools
IDENTIFIERS- *Francis Tuttle Vo Tech Center OK; Partnerships in Education

The High Technology Center at Francis Tuttle Vo-Tech Center in Oklahoma City conducted an 18-month demonstration program, beginning in January 1989, to train or retrain average workers, unemployed because of cutbacks in their field or lack of marketable skills, for careers in high technology. The High Technology Center offered adults training in one of five electronically-based fields: microprocessor maintenance and repair, computer-aided drafting, instrumentation and control, automated manufacturing/robotics, and computer numeric control machining. These courses were taught on an open-entry and self-paced instruction basis and completion time varied considerably. Tuition assistance was available for those who did not qualify for other types of federal funding. All students were tested to determine their level of proficiency in mathematics and reading, and a pretechnology laboratory was established for those needing review. Partnerships with industry allowed professional input to curriculum and short-term training internships for selected students. A job bank was established and resume/job search seminars were conducted. All goals of the project were met or are being met as scheduled. More than 400 persons were served during the 18-month period. More than 85 percent of the 38 completers were placed in technology positions in industry. (Ten appendixes to this report include information on the integrated learning system; statistical summaries of scores on Tests of Adult Basic Education; information on lab assignment, the internship program, and placement; recruitment information by age, sex, race, and education level; a third-party evaluation report; and a financial status report.) (KC)

ED 328 774 CE 056 989

Trego, Nancy ReMine
Remedial Education and Summer Youth Employment under the Job Training Partnership Act. Monograph Series Vol. 1 No. 4.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 87
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Basic Skills; Delivery Systems; Dropouts; Education Work Relationship; Employment Potential; Federal Programs; Government Role; High School Graduates; Job Skills; Labor Market; Nonschool Educational Programs; Nontraditional Education; Program Evaluation; *Remedial Instruction; School Holding Power; Secondary Education; *Summer Programs; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982; *Summer Youth Employment Program

Amendments to the Job Training Partnership Act (JTPA) require each service delivery area to develop an educational component as part of its Summer Youth Employment Program. The Summer Youth Employment Program enhances the basic educational skills of youth, encourages school completion for enrollment in supplementary or alternative school programs, and provides eligible youth with exposure to the work world. A second amendment requires that a service delivery area assess the reading and mathematics skill levels of eligible participants and expend funds for basic and remedial education. Service delivery areas establish written program goals, including improvement in school retention and completion, academic performance, employability skills, and coordination with community service organizations. Some principles of actions are required to develop a model JTPA summer program: (1) build on already established efforts; (2) start small; (3) take a problem-solving approach; (4) turn programs into year-round endeavors; (4) move toward individual, self-paced instruction; (5) actively seek help; and (6) expect change. (A list of resource people are included.) (NLA)

ED 328 853 CG 023 160

Murphy, Lorraine
A Framework for Positive Approaches to Students' Behaviour.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Behavior Problems; Codes of Ethics; Discipline; *Discipline Policy; *Educational Environment; Foreign Countries; Prevention; Secondary Education; *Student Behavior; Student School Relationship
IDENTIFIERS- *Australia

This booklet looks at two models that apply to problem behavior of students. The medical model defines problems as being within the student, and assumes there is very little that teachers can do about the behavior of these students. An alternative model is often called the ecological or educational model. The educational model targets disturbing, disruptive behavior rather than disturbed, disruptive students and gives the better account of what is known about behavior problems in schools. In addition, it avoids many of the disadvantages of the medical model. The most serious of these disadvantages is the likelihood of the negative effects upon students of the labeling that is part of the medical model. Attention might be more productively centered in changing the environment to meet the needs of a wide range of students, and on preventing misbehavior from occurring in the first place. There are a number of strategies available that schools could consider using to deal with persistent and/or serious misbehavior. It is important for schools to select strategies that form a total framework for positive discipline and behavior management. (LLL)

ED 328 931 CS 507 396

Telfer, Richard J.; And Others
Activities and Adaptations for At-Risk Students: Student and Teacher Perceptions.
PUB DATE- Dec 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aptitude; *High Risk Students; High Schools; High School Students; Potential Dropouts; *Program Development; Remedial Programs; School Surveys; Student Improvement; *Student Needs; Teacher Response
IDENTIFIERS- Georgia; Kansas; Mississippi; Wisconsin

Using the findings of an earlier study regarding differences between student and teacher perceptions of what circumstances might contribute to a student's being "at risk," a follow-up study investigated what teachers and other school personnel can do to help at-risk students. Based on responses to two open-ended questions from the earlier study, a 40-item questionnaire was developed to determine what schools could to to assist at-risk students in four areas: (1) curriculum modification; (2) assessment modification; (3) program development; and (4) demonstration of concern. Additionally, four open-ended questions were developed to require that respondents also generate written answers. The questionnaire was administered to three distinct groups of subjects from four states (Georgia, Wisconsin, Kansas, and Mississippi) including 60 teachers, 89 students not at risk, and 97 students at risk. Results revealed a large difference between ratings of value of suggested adaptations for at-risk students and ratings of use of the same adaptations. Results also revealed significant differences between the two groups of students and the teachers with regard to job-related suggestions as well as the need for support groups or counseling. Overall, the responses suggest that the different groups see quite different pieces of the problem. Findings suggest that attempts must be made to learn from students and to involve them in the evaluation and selection of activities. (Eight tables of data are included; two appendixes containing the questionnaire and a definition of at-risk students are attached.) (KEH)

ED 328 946 EA 022 392

Liontos, Lynn Balster
Involving the Families of At-Risk Youth in the Educational Process. Trends & Issues Series, Number 5.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *At Risk Persons; Attitude Change; Economically Disadvantaged; Elementary Secondary Education; *High Risk Students; Identification; Minority Groups; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; School Role; Teacher Attitudes

Following mention of the literature and pioneers in the field of at-risk family involvement in education, this document discusses the history of the term "at risk" and its use, identification of children at risk, and the two major risk factors: poverty and minority status. The important connections and assets missing from the at-risk child's world are examined as well as how parent involvement can help to bridge the gap between child and school, change attitudes and expectations, and increase the similarity between home and school settings. Also discussed are the benefits parental involvement holds for children, teachers, schools, and the parents themselves; an adaptation of Joyce Epstein's forms of parent involvement; and a variety of proposed entry levels and activities for at-risk families. The necessity and forms of school initiative in involving at-risk parents are explored and related suggestions are offered. The nature and origin of barriers and misunderstandings between parents and teachers are examined in detail with emphasis on existing stereotypes. Last, new beliefs and principles that provide a foundation for successful programs for at-risk families are outlined. An appendix provides information about eight organizations concerned with at-risk families. (49 references) (CLA)

ED 329 057 EC 300 051

Bryan, Tanis

Assessment of Students with Learning Disabilities Who Appear To Be Socially Incompetent.

PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Handicap Identification; High Risk Students; Interpersonal Competence; Intervention; *Learning Disabilities; Models; Social Behavior; *Social Development; *Student Evaluation

This paper examines the identification of children with learning disabilities who are at risk for problems in the social domain. Based on sociometric measures, teacher rating scales, and measures administered to the children, it is found that children with learning disabilities may have problems related to rejection or related to neglect, and that these reflect different social behaviors and call for different interventions. Research related to learning-disabled children's social skills is reviewed. A five-step model is used to analyze how children process social information, focusing on encoding, mental representation and interpretation, the response search process, the response decision process, and enactment. For each step of the model, methods for assessing the social skill are suggested. It is concluded that learning disabled students differ from achieving children in their attitudes toward themselves and others' attitudes toward them; in both cases the attitudes are more negative but the source of these attitudes is not known. Learning-disabled children are less skillful than achieving classmates on measures of social cognition, role-taking, and communicative competence. They are highly motivated to avoid failure and public confirmation of their incompetence and to gain peer approval. (Approximately 80 references) (JDD)

ED 329 073 EC 300 069

Project NETWORC Final Report.

Nevada State Dept. of Human Resources, Sparks.

PUB DATE- 90
NOTE- 97p.; Appendices F and G contain various legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cost Effectiveness; Curriculum; *Disabilities; Distance Education; Early Childhood Education; Early Intervention; Higher Education; Models; *Rural Education; Special Education Teachers; *Teacher Education; Telecourses; Telephone Communications Systems; Videotape Recordings
IDENTIFIERS- Nevada; Project NETWORC

The goal of Project NETWORC was to develop a cost-effective model for providing preservice and inservice training in rural areas to individuals interested in working, or already working, with young children with special needs. In cooperation with the department of Instructional Media Services of the University of Nevada, Reno, the project broadcast a four-course series of classes to three pilot sites and then to three replication sites in rural Nevada. The rural classrooms were linked to the university through an audio teleconferencing system, an instructional television system, and facsimile transmitters. The project developed detailed curriculum guides and supplemental videotapes for the four courses, which meet the requirements for Nevada's Early Childhood/Special Education License. Student evaluations of Project NETWORC classes were extremely positive. The average cost of providing a Project NETWORC course in a rural site was approximately $8,000 compared to $18,360 for a continuing education course with a comparable level of instructor-student interaction. This report includes a project activity chart, minutes of advisory council meetings, sample publicity flyers, a list of dissemination activities, lists of project-developed curriculum guides and videotapes, sample student, advisory council, and facilitator evaluations, student information, and cost comparison charts. (JDD)

ED 328 704 CE 056 839

Student Apprenticeship Linkage in Vocational Education. State of Alabama. Final Report.

Alabama Center for Quality and Productivity, Decatur.; Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 160p.; Portions of appendix 8 contain legibility problems.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Apprenticeships; *Cooperative Programs; *Education Work Relationship; High Schools; Job Skills; Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Implementation; *School Business Relationship; *Trade and Industrial Education

IDENTIFIERS- *Alabama

The Student Apprenticeship Linkage Program in Alabama was designed to bridge skill training programs in secondary schools with apprenticeship training programs in industry. The program was a cooperative demonstration program linking the Alabama State Department of Education, the Alabama Center for Quality and Productivity, and the U.S. Department of Labor's Bureau of Apprenticeship and Training to meet the work force needs of the state. During the project, high school students who had completed at least 1 year of vocational training in an apprenticeable trade became student apprentices during their senior year of school. After being screened by the industry apprenticeship screening committee, selected students participated in a cooperative education program in which they worked up to a maximum of 20 hours per week while in high school. Students were awarded credit for this training toward their total apprenticeship training program. Businesses participating were reimbursed one-half a student's wages, up to $2.25 per hour. After graduation from high school the student was expected to enter a full-time apprenticeship training program. During the 2-year program, 146 students participated in 30 different apprenticeable trades with 83 companies; about 75 percent completed the program and entered full-time apprenticeships. The greatest success of the program was with small businesses. Materials concerning the program were made available to other states. The greater part of the document consists of the appended Coordinator's Handbook for the program; other appendices include lists of training areas, participating businesses, and steering committee members; an outline of apprenticeship standards; a time chart; and two brochures. (KC)

ED 328 760 CE 056 964

Polo, Blanca R., Comp.

Adult Basic Education. Southeast Florida Training Center for Adult Literacy Educators Conference Proceedings (Miami, Florida, June 8, 1990).

Miami-Dade Community Coll., FL. Southeast Florida Training Center for Adult Literacy Educators.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

PUB DATE- Jun 90

NOTE- 17p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; *Adult Literacy; *Classroom Techniques; Illiteracy; Learning Disabilities; *Literacy Education; Teacher Education; *Teaching Methods

Adult education is an umbrella concept under which come various dimensions, including adult literacy, adult basic education, continued education, continued professional education, and adult vocational education. To be effective, an adult educator must realize that: (1) adults learn differently than children do; (2) adult education must develop self-directed independent learners; (3) adults want to be challenged; and (4) adult educators must be critical of themselves. Certain basic principles are involved in developing effective strategies and techniques in the classroom. They are: participation, respect for self-worth, collaboration, practice, critical principles input or critical reflection, and self-directed learning. Adult educators should prioritize these six principles with respect to their practice. As instructors working with learning disabled adults, educators should realize there are problems and deal with them; know what methods are available to deal with them; implement them; and have a plan of action to get learners through learning barriers. (YLB)

ED 328 789 CE 057 010

Using Performance Management To Achieve Quality Program Results. A Technical Assistance Guide. Research Report 89-03.
Laventhol & Horwath, Philadelphia, PA.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 88
NOTE- 127p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; Cost Effectiveness; *Employment Programs; Evaluation Methods; *Federal Programs; *Job Training; *Performance Contracts; Postsecondary Education; *Program Administration; Program Evaluation; *Standards; Unit Costs
IDENTIFIERS- *Job Training Partnership Act 1982

This guide provides assistance in using two primary management tools--the performance standards and performance-based, fixed unit price contracts--to achieve satisfactory results in Job Training Partnership Act (JTPA) programs. The guide is organized in six chapters. Chapter 1 reviews the original purpose of the JTPA and introduces the investment portfolio management concept as an appropriate approach for management of JTPA programs. In chapter 2, the importance of an effective management process in achieving good results is discussed. Chapter 3 focuses on the elements of the local planning process, the relationship of planning decisions to the performance standards and local goals, and the linkage between planning decisions and contract specifications. Chapter 4 describes a process, with examples, for defining performance expectations for individual activities and program components. Chapter 5 discusses some of the considerations that are involved in establishing a monitoring system and structure of rewards/sanctions that will guide and motivate performance in a direction responsive to the needs of the recipients and of employers. The final chapter summarizes the significant principles discussed in the previous chapters and provides suggestions for immediate action. Appendices present alternative approaches for adjusting the fixed unit payment and three sample performance-based contracting tools. (KC)

ED 328 804   CG 022 189

Hamberger, L. Kevin; Hastings, James E.

Psychopathology Differences between Batterers and Nonbatterers: Psychosocial Modifiers.

PUB DATE- 14 Aug 89

NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989). Table 3 may not reproduce well due to small, light type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Background; *Battered Women; *Child Abuse; *Educational Attainment; *Employment Level; Family Violence; Males; *Personality Traits; Psychological Characteristics; *Psychopathology

Research attention on men who batter their female partners has focused on psychological and personality characteristics of the men. However, occupational status, educational attainment, and abuse history may have been confounded with the personality variables studied. This study made within-group and between-group comparisons of batterers and nonbatterers selected for "good" or "poor" psychosocial and demographic characteristics such as employment history, educational attainment, alcohol abuse status, and history of direct and witnessed abuse victimization. Subjects were 99 male batterers referred for spouse abuse abatement counseling (clinic-identified), 32 self-reported batterers (community-identified), and 71 nonviolent men. Within-group analyses for clinic- and community-identified batterers showed that subjects with unfavorable background characteristics had higher Millon Clinical Multiaxial Inventory (MCMI) scores on aggression and negativism and lower scores on submissiveness and conformity. Comparing nonviolent subjects with either good or poor psychosocial histories revealed no significant differences. Between-group analyses suggest that when identified batterers with favorable premorbid psychosocial histories are compared with community-identified batterers and nonviolent controls, there is evidence of greater difficulty among batterers, particularly in areas related to mood regulation and sensitivity to rejection. However, compared to previous studies, it also appears that controlling for other variables including employment status, alcohol abuse, and family-of-origin victimization experiences attenuates the differences observed between batterers and nonviolent controls. (NB)

ED 328 819 CG 023 125

Bokoros, Michael A.; And Others

Common cognitive Personality Factors in Non-Clinical Measures.

PUB DATE- Aug 90

NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; *Cognitive Style; College Faculty; College Students; Decision Making; Higher Education; *Personality Traits

The relevance of cognitive style is not limited to specifically defined learning situations. Information is being processed continually in support of our daily activities and interactions with others. For this reason, an individual's cognitive style determines much of what is called personality. It has been observed that behavior patterns associated with personality typologies often have a great deal in common with patterns identified as learning style, decision-making style, and social style. A review of five measures of cognitive style including the Myers-Briggs Type Indicator, the Learning Style Inventory, the Gregorc Style Delineator, the Decision Style Inventory, and Lifescripts suggested three underlying dimensions despite differences in the terminology and theoretical bases of these instruments. The purpose of this study was to examine the conceptual similarity among five diverse measures of personality and cognitive style using factor analytic methods. The five measures were administered to college student and faculty subjects (N=143). Results of the analysis identified three underlying factors: a thinking/feeling dimension, an information-processing domain, and an attentional focus dimension. (43 references) (ABL)

ED 328 837 CG 023 143

Support Services for Students. Technical Report 13.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Guidance; *Information Dissemination; Occupational Information; *Program Effectiveness; Program Evaluation; Secondary Education; *State Programs; *State Surveys; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- HORIZONS Program IL; Illinois; *Illinois Council of Vocational Education

Pursuant to the Carl D. Perkins Vocational Education Act of 1984, this document comprises the Illinois Council of Vocational Education's evaluative report on the adequacy and effectiveness of the state's vocational education delivery system. After an introductory overview of the growing need for vocational education, the report focuses on the following topics: (1) provision of student services, including student services plans, views from the public, and survey results; (2) guidance and counseling services, including federal requirements, plans, state initiatives, and career guidance centers; (3) special services at community colleges, including support services and special programs; and (4) occupational information, specifically, the effectiveness of the HORIZONS program which analyzes and synthesizes technical labor market data and educational statistics. The report concludes with lists of evaluative findings and recommendations. Resources are included, along with a membership list of the Illinois Council of Vocational Education. (TE)

ED 328 869 CS 009 400

Perrone, Vito
What Should Schools Teach? Issues of Process and Content.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Dec 88
NOTE- 11p.; Keynote address for the Annual Partners in Education Conference (Princeton, NJ, April 27, 1988). Document printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Speeches, Conference Papers, 'Papers Presented at...'' (150)
DESCRIPTORS- *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *School Responsibility; School Role; Student Development
IDENTIFIERS- *Curriculum Emphases; Educational Issues

When discussing what schools should teach, questions of both content and process must be addressed. Although many observers believe that a fixed content should be learned, it is impossible to separate content and process. In the process of education, experiences build on each other. This fact should cause educators to question the continuities between the experience and content of preschools and primary schools, middle schools and high schools, which currently tend to be either nonexistent or unknown. An understanding about continuities helps educators understand what is lost when curriculum is viewed narrowly, in terms of isolated, disconnected studies. Schools must also be more attentive to students' inclinations, strengths, and values--what they truly care about. An education that builds bridges, that expands a child's potential for independence, is an empowering education. Another way to conceptualize continuities and bridges is to consider that the cultivation of imagination should be the chief aim in education. A school committed to supporting ''the having of wonderful ideas'' is establishing for itself the goal of getting all young people as close as possible to their upper limits of learning potentialities. If children are to be educated rather than merely schooled, purposes have to be given further attention. Purposes are the dimension of the discourse about content and process, what students should know, understand, and believe possible, that is missing. (MM)

ED 328 884 CS 010 413

Sullivan, Emilie P.; Yandell, Carol

What Are the Religious/Spiritual Values in Children's Books? Do Children Get the Values Messages?

PUB DATE- Dec 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Content Analysis; Elementary Education; *Fiction; Reader Response; *Reader Text Relationship; Religion; *Values
IDENTIFIERS- Newbery Award; *Spiritual Values

A study investigated the religious and spiritual values in selected children's books. A second study investigated children's comprehension of the values messages. Thirty realistic fiction books which won, or were honor books for, the John Newbery Medals for 1974-1988 were selected. A modified version of the Values Category Scale was developed and included five categories: negative religious, non-religious, humanistic, Christian-Judeo religious, and other religious. A panel of 5 experts in children's literature, 3 educational library media specialists, and 2 children's literature professors read and independently evaluated all 30 books. Results indicated that 24 of the books had non-religious content while only 7 of the books had Christian-Judeo content exceeding 25%. Results also indicted that historical fiction works were more likely to contain religious values than contemporary fiction works. In the second study, 8 children's librarians in northwest Arkansas selected a total of 29 Newbery Award books and identified specific spiritual values in those books. Thirty-five third- through sixth-grade students voluntarily read a total of 21 of the titles chosen by the librarians. The students were then interviewed to discover what spiritual values they recognized and if they identified the same values as the librarians. Results indicated that (1) the librarians and the children were able to identify a wide range of spiritual values in the books; (2) librarians chose stories emphasizing family relationships, love of parents, family unity, or the need for children to experience a loving and supportive, traditional or non-traditional, family unit; and (3) in those books conveying spiritual values which adults interpret as having religious significance, child readers focused only on the value in a non-religious connotation. (Eight tables of data are included; 37 references are attached.) (RS)

ED 328 900 CS 010 429

Groff, Patrick
Modern Phonics Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
PUB DATE- 89
NOTE- 25p.; Commissioned for the OERI Literacy Project.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); *Educational Philosophy; Elementary Education; *Phonics; *Reading Improvement; *Reading Strategies; Sight Method; Sight Vocabulary; Theory Practice Relationship; *Word Recognition
IDENTIFIERS- Reading Theories

Numerous reviews of the experimental research conclude that phonics is indispensable in word recognition instruction. However, there have been numerous objections to phonics teaching over the years. Some of the intolerance of phonics teaching reflects a lack of knowledge about the subject. Critics suggest that phonics hinders children's learning to read. It is also feared by opponents that those promoting phonics instruction are part of a radical, right-wing plot to subvert public education for political reasons. Myths have arisen around phonics: that English spelling is too unpredictable for word recognition teaching to be effective, and that it is better to learn to recognize words by sight and from their context. To be effective, phonics instruction should be direct, systematic, and intensive. Programs should begin early and should generally be carried out with small groups of pupils. Instruction should be explicit, and should aim to teach children to produce the approximate pronunciations of words. To be most productive, a phonics program requires a credible system for syllabicating words and a recognition of the difficulty of reading multisyllabic words. Linguistically diverse children need a phonics program that keeps their linguistic backgrounds in mind. (Seventeen references are attached.) (SG)

ED 328 915 CS 212 651

Caswell, Donald
Eight Simple Secrets to More Persuasive Writing.
PUB DATE- Dec 90
NOTE- 5p.; Paper presented at the Annual Meeting of the American Vocational Association (Cincinnati, OH, November 30-December 4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audience Response; *Persuasive Discourse; Writing Evaluation; *Writing Improvement; *Writing Skills; *Writing Strategies
IDENTIFIERS- Power; Professional Writing; Writing Contexts; *Writing Style

The goal of persuasive writing is to move the reader to action or to get the reader to refrain from action, and most of the secrets of persuasion can work either way. To get readers to take action, a writer has to appeal to the emotions as much as possible. To get readers to refrain from action, a writer must appeal to the intellect. The secrets include: (1) write to express, not impress; (2) simplify, simplify, simplify; (3) use short sentences; (4) appeal to the senses; (5) use action verbs and active voice; (6) keep subject and verb close together; (7) pay attention to sounds; and (8) calculate the percentage of power words to nonpower words. Power words improve the effectiveness of writing. (A chart listing power and nonpower words and a sample calculation of a power index is included.) (RS)

ED 328 962 EA 022 656

Baron, Mark A.

A Planning Model for American-Sponsored Overseas Schools.

PUB DATE- Oct 90

NOTE- 13p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Atlanta, GA, October 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Planning; Elementary Secondary Education; *Foreign Countries; Foreign Nationals; *International Programs; Overseas Employment; *Private Schools

IDENTIFIERS- *American Sponsored Overseas Schools; Dependents Schools; *Latin America

The main reason for the establishment of American-Sponsored Overseas Schools (ASOS) was to offer the dependents of Americans living abroad educational opportunities similar to what was available at home. ASOS have several general characteristics, including being privately controlled, nonprofit, nonsectarian, and American or binational in character. Changing enrollment, professional turnover, a high degree of autonomy, and shifting funding patterns have affected the ability of ASOS to use rational planning. The most serious problems in the ASOS planning base are a lack of information about relative school status, lack of clear direction, and lack of a designated strategy. The concluding section examines the applicability of several major planning models to problems faced by ASOS in Latin America. (16 references) (EJS)

ED 328 978 EA 022 685

Holifield, Mitchell

The Straight and Narrow Way: Realizations and Precepts for the Ethical Administrator.

PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Southern Regional Council on Educational Administration (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Administrator Role; *Codes of Ethics; *Educational Administration; Elementary Secondary Education; Ethics; Moral Development; Moral Issues; Moral Values; Value Judgment

Caught in the midst of flux and the ensuing pressures and conflicts, an administrator needs a well-developed ethical code governing his or her exercise of power and authority. Ethical concern in this study centers around self-prioritizing values inherent in personal ego and service to the common good; those chosen principles and their prioritization enunciate and define the leader's ethical character and leadership style. Several precepts have been borrowed from various notable philosophers to define principles and create an ethical code that could aid in performing administrative responsibilities. By using these moral codes, a leader may practice an ethical leadership style that in general better ensures his or her moral survival and success in influencing others to will a basic consensus toward a basic end. (EJS)

ED 328 995 EA 022 708

Lee, Ginny V.

Instructional Leadership as Collaborative Inquiry: Opportunities and Challenges.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Jun 90

NOTE- 17p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Effectiveness; Cognitive Processes; Collegiality; Elementary Secondary Education; *Instructional Leadership; Professional Development; *School Administration; Supervision; Theory Practice Relationship

The challenge of creating site-level support for teacher involvement in collaborative inquiry and reflective discourse is examined in this paper, which asserts that this process is an important component of school leadership in general and instructional leadership in particular. In considering the amount of "sense-making" to be incorporated into the administrative role, the discussion draws on ideas about school leadership and the development of school culture, current literature on supervisory practices, and personal experiences with peer support networks. Ways to improve administrator effectiveness by creating structures and strategies to develop staff commitment in learning through collaborative inquiry and reflection are illustrated. A conclusion is that administrator support of individual and group "sense-making" is crucial for professional growth. (22 references) (LMI)

ED 329 010 EA 022 742

Wood, R. Craig; Honeyman, David S.
How Public Schools Are Financed. Foundations in School Business Management.
Association of School Business Officials International, Reston, VA.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; Equalization Aid; *Federal Aid; Property Taxes; *Public Schools; Resource Allocation; *School Funds; *State Aid; State School District Relationship; Tax Allocation

After summarizing the philosophy behind the financing of public schools, this document reviews the division of legal responsibility for education between the state and federal governments; outlines the state's responsibility for providing an equal educational opportunity for its residents; and summarizes the use of federal revenues, state revenues, and local tax revenues, with emphasis on property taxes, to fund public education. Current and recent issues surrounding the equity of school finance formulas are described, including taxpayer equity, the taxpayer's ability to pay, and horizontal and vertical equity. Following a brief history of school finance plans, an overview of three methods used to allocate funds is provided. These are: (1) Flat Grant, Categorical, or Entitlement Programs; (2) Full State Support or Funding Programs; and (3) Equalizaton Aid Programs. Information on the latter programs includes descriptions of foundation plans, percentage equalizing and guaranteed tax base plans, and district power equalization programs. Included are three figures and three tables. (CLA)

ED 329 026 EC 233 220

Bolton, Sharon; Williamson, Kris Strom, Ed.
One Step at a Time: A Manual for Families of Children with Hearing and Vision Impairments.
SPONS. AGENCY- Association for Persons with Severe Handicaps, Seattle, WA.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 44p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Communication Skills; Daily Living Skills; *Deaf Blind; *Motor Development; *Nonverbal Communication; Object Manipulation; Parent Participation; Play; Preschool Education; *Self Care Skills; Skill Development; Time Perspective; Toys; *Training Methods

This booklet presents child-rearing practices found successful by families of children who are deaf-blind, and includes photographs of deaf-blind children using the techniques. Along with a broad overview of communications theory as it applies to young deaf-blind children, techniques are described for using tactile objects as keys to communication, introducing time concepts with physical calendars and diaries, and other alternate routes to communicative development. A section on eating covers how to introduce solid foods, suggested foods and beverages for beginners, and communicative principles for regular mealtimes. A section on play focuses on including play in a regular social context and is followed by a list of suggested toys with contact information and prices. A section on self-care skills covers teaching methods for dressing, toilet training, and bedtime. A final section on motor development gives exercises for rolling, sitting, crawling, standing, swimming, and walking. General resource information on hearing aids, glasses, and financial support, is also included. (PB)

ED 329 041 EC 300 033

Preparation of Leadership Personnel in Sensory Impairment. Final Report.
San Francisco State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 89
NOTE- 27p.; Special Education Doctoral Program; San Francisco State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Doctoral Programs; Federal Aid; *Hearing Impairments; Higher Education; Intercollegiate Cooperation; Leadership; *Program Implementation; *Specialization; Student Financial Aid; *Visual Impairments
IDENTIFIERS- San Francisco State University CA; University of California Berkeley

San Francisco State University and the University of California Berkeley developed a Joint Doctoral Program in Special Education and received federal funds for establishment of a specialization in sensory impairments. This project trained leadership personnel in hearing or visual impairments. The seven students supported by stipends during the 3-year operation of the project participated in courses, seminars, internships, and related activities. This final report lists 17 project activities and describes how they were accomplished, noting by name the project staff, seminar speakers, and students. An appendix lists approximately 40 required readings for the sensory impairments seminar, and another appendix offers a promotional brochure. (JDD)

ED 328 690 CE 056 784

Ellis, Brenda

Project T.E.A.M. (Technical Education Advancement Modules). Introduction to Computers.

Greenville Technical Coll., S.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 11p.; For related training modules, see CE 056 779-788.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Programs; Basic Skills; *Computer Literacy; Computer Software; Computer Storage Devices; *Computer Terminals; Curriculum Guides; *Data Processing; Disk Drives; Floppy Disks; Keyboarding (Data Entry); Learning Modules; *Microcomputers; Problem Solving; Skill Development; Technical Education; Two Year Colleges; Underemployment; Unemployment

This instructional guide, one of a series developed by the Technical Education Advancement Modules (TEAM) project, is a 3-hour introduction to computers. The purpose is to develop the following competencies: (1) orientation to data processing; (2) use of data entry devices; (3) use of computer menus; and (4) entry of data with accuracy and positive feedback. The TEAM project is intended to upgrade basic technical competencies of unemployed, underemployed, and existing industrial employees. The materials in this module serve as a student outline and an instructor guide. The manual includes six sections: (1) computer hardware; (2) storage and memory capability; (3) processing cycles--processing, input, and output; (4) operating system software and hardware; (5) system start-up; and (6) data entry exercise. (NLA)

ED 328 719 CE 056 885

Moore, Charles G.; And Others
Industrial Sewing. V-TECS Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 90
NOTE- 204p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Operation; *Competency Based Education; Criterion Referenced Tests; *Fashion Industry; Job Performance; Labor Standards; Occupational Safety and Health; Personnel Policy; Postsecondary Education; Quality Control; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; State Curriculum Guides; Teamwork; Time Management; *Trade and Industrial Education; Work Attitudes

This industrial sewing guide is a compilation of duties, tasks, performance objectives, and performance guides that deals with the psychomotor aspect of an occupation. The guide addresses the three domains of learning: psychomotor, cognitive, and affective. Each unit provides job-relevant tasks, standards of performance, source of standard, conditions of performance, enabling objectives, resources, teaching activities, criterion-referenced questions and answers, a practical application, and a checklist for evaluating student performance. The following units are included: (1) organizing and planning; (2) directing and implementing; (3) inspecting and evaluating; (4) operating industrial sewing machines; and (5) maintaining equipment and work station. Six appendices include (1) task list and job titles; (2) definitions of terms; (3) tools, equipment, and work aids; (4) sources of standards (7 entries); (5) state-of-the-art literature (14 listings); and (6) bibliography (8 listings). (NLA)

ED 328 747 CE 056 941

Camp, William G.; Heath-Camp, Betty

Induction Detractors of Beginning Vocational Teachers with and without Teacher Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Orlando, FL, December 1989). For related documents, see ED 303 628, ED 312 501, and CE 056 943-944.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Educational Needs; Educational Practices; Higher Education; *Problems; Secondary Education; *Teacher Attitudes; *Teacher Education Programs; *Vocational Education Teachers

A study examined the "induction detractors" (defined as more broadly based than "problems") experienced by beginning vocational education teachers entering from traditional teacher education programs and those entering without such training. A sample of 12 (7 male, 5 female) first-year vocational education teachers was selected from Virginia, West Virginia, and North Carolina. Five of the teachers were certified through teacher education, four through alternative programs, and three through vocational certification. The average age of the teachers from teacher education backgrounds was 23, whereas the average age of the alternatively or vocationally certified teachers was 38. Data collected included biographical, situational, school and community, personality, and job satisfaction information. Data were collected through focus group sessions, field observations, and interviews with the teachers, principals, vocational directors, other teachers, and students. A total of 1,777 detractors were identified. For both groups of teachers the most important category of detractors is students, followed by the educational system. Alternatively certified teachers' detractors were higher than expected in the areas of curriculum, pedagogy, peers, students, and system, whereas detractors for those certified in teacher education were higher than expected for the community, internal, and program categories. The study recommended programs to meet the needs of beginning vocational education teachers. (28 references) (KC)

ED 328 775   CE 056 991

Baldwin, Stephen E.
Moving toward a Higher Value-Added Economy: What Is the National Need for Economic Growth and Work Improvements? Monograph Series Vol. 1, No. 9.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Oct 87
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Continuing Education; Cost Effectiveness; Dislocated Workers; Economic Change; *Economic Opportunities; *Economic Progress; *Education Work Relationship; *Employment Practices; Labor Conditions; *Labor Force Development; Labor Market; Living Standards; Productivity; Quality of Life; Quality of Working Life; Technological Advancement; Work Environment

Elements of the ''American dream'' are adequate housing, education for one's children, and a secure retirement. Economic growth has long been seen as a way to realize the dream. Recent data indicate that achieving the dream and succeeding in the labor market have become more difficult due to sluggish productivity growth, increased competition from abroad, technological change, and shifts in attitudes and expectations about roles of minorities and women. Recognition of the elements of social scarcity should help in lowering expectations that cannot be fully realized by everyone. A review and critique of U.S. economic growth shows that growth and change impose costs and benefits on individuals, communities, and society. Costs are borne by displaced workers and depressed labor markets, whereas benefits are more widely diffused in the form of less expensive products. To add value that can justify rising living standards, the quality of inputs must be raised, primarily labor inputs via better education. Basic and recurrent elements of education have increasingly become the foundation for workers' employment security, which in turn requires adaptability to changing work requirements. Work improvements may increasingly take the form of individualized situations that have a positive impact on productivity and economic growth. (25 references) (YLB)

ED 329 058 EC 300 052

Andringa, Jane Wilkin; Kasik, Maribeth Montgomery

Efficacy of Collaborative Consultation Coursework in Personnel Preparation of Special Education Teachers.

PUB DATE- Feb 90

NOTE- 22p.; Paper presented at the Annual Convention of the Eastern Educational Research Association (Clearwater, FL, February 14-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Graduates; *Consultation Programs; Cooperative Planning; Course Content; *Course Evaluation; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Graduate Study; Graduate Surveys; Higher Education; Instructional Effectiveness; Masters Programs; Preservice Teacher Education; *Special Education Teachers; *Teacher Education Curriculum

IDENTIFIERS- Governors State University IL

Governors State University (University Park, Illinois) includes a three-credit course in collaborative consultation in its Master's degree program in multicategorical special education. A survey of 72 program graduates sought to evaluate the effectiveness of the consultation coursework. Responses from 39 of the graduates indicated that the role of consultation in the field of special education is small. The consultation skills taught have not been utilized in a formal manner, although some special education teachers employ the techniques informally. The content of the course was affirmed as appropriate. In summary, the skills appear to be appreciated by graduates but the demand for consultation programs in schools appears questionable. A copy of the survey form and comments received from respondents are included. (11 references) (JDD)

Guttman, Karin

A Follow-Up Study of Non-Speaking Pupils Who Communicate with Bliss Symbols at Bracke Ostergard, Gothenburg, Sweden.

PUB DATE- 12 Aug 90
NOTE- 17p.; Paper presented at the Biennial ISAAC International Conference on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cerebral Palsy; *Communication Aids (for Disabled); Communication Skills; Deafness; Elementary Secondary Education; Followup Studies; Foreign Countries; Neurological Impairments; Nonverbal Communication; Orthographic Symbols; Performance Factors; *Physical Disabilities; *Pictorial Stimuli; Sign Language
IDENTIFIERS- *Bliss Symbols; Sweden

A regional center for physically disabled children in Gothenburg, Sweden, called Bracke Ostergard, teaches non-speaking pupils to communicate with Bliss symbols. School records were examined for the 38 non-speaking pupils, mostly cerebral palsied, who had been trained to use Bliss symbols. Results showed that, of the 32 cerebral palsied children, 25 use Bliss symbols. The five children with acquired or progressive brain damage had a spoken language and subsequently used traditional orthography in place of Bliss symbols. Among deaf children, sign language is most commonly used, but it was felt that deaf pupils had a more flexible communication system if they learned Bliss symbols as well as sign language. In the 1970s, children started with Bliss training at elementary school, but in the 1980s children started Bliss training in preschool. Eighteen of the pupils know more than 200 symbols. Pupils with severe athetoid movements could not indicate their symbols clearly and thus had poor communicative ability. (JDD)

ED 328 854 CG 023 161

Kammler, Kim
Ethical Issues of Reproductive Technologies: Legal and Ethical.
PUB DATE- 19 Nov 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bioethics; *Confidentiality; Genetics; *Reproduction
  (Biology); Science and Society; Social Problems; *Technology
IDENTIFIERS- Infertility; Surrogate Motherhood

Ethical issues which surround the reproductive technologies being used to assist infertile couples include social impact, surrogacy, access to service and confidentiality. The use of reproductive technologies does not appear to cause harm, and often does a lot of good for the family and society. Surrogacy could be a valuable tool for the infertile couple, but the emotional pain the situation brings to some couples makes it difficult to justify as a viable alternative. Access to service is an area where discrimination could easily take place. Everyone has an equal right to be a parent, and the law should not be set up to discriminate against someone due to economics, race, sexual preference or marital status. Regarding the issue of donor anonymity, it should be an individual offspring's decision to know, and the right of the donor to agree or refuse. The issue of reproductive technology and its impact on society is one which will most likely provide controversy for a number of years, at least until a consistent set of guidelines is established, or until the public becomes more comfortable with this technology. (LLL)

ED 328 979 EA 022 686

Farmer, Richard F.

The Retired School Administrator as Professor of Educational Administration: A Summary of a Survey Taken among Members of the National Council of Professors of Educational Administration.

PUB DATE- 90
NOTE- 19p.; Financial support provided by the Center for Assessment and Research in Education, College of Education, Southeast Missouri State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrators; Career Change; *College Faculty; *Educational Administration; Elementary Secondary Education; Occupational Aspiration; Public Administration Education; Work Experience

Occupational experiences of former elementary-secondary school administrators as educational administration faculty are summarized in this report. Methodology involved a survey of 37 members of the National Council of Professors of Educational Administration and 123 educational administrative departments. Faculty respondents expressed an overwhelming satisfaction with their new careers; however, findings indicate some evidence of a gap existing between practitioners and professors of educational administration. A recommendation is made for the appointment of "clinical professors" to all educational administration faculties to develop respect between the clinical and academic branches of the profession. Clinical faculty duties would include teaching courses related to administrative experience and knowledge, and serving on various faculty committees. (LMI)

ED 329 074 EC 300 070

Dunn, Winnie; And Others

Managing Occupational Therapy in Rural Education (M.O.R.E.).

Kansas Univ., Kansas City. Medical Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jun 90

NOTE- 326p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Needs; Elementary Secondary Education; Higher Education; Models; *Occupational Therapy; *Physical Disabilities; Professional Education; Program Validation; *Rural Education; Student Needs; Validated Programs

The purpose of this project was to design, implement, and validate a preservice training program to enable occupational therapy students to work effectively in rural public schools. The project sought to improve the knowledge, skills, and attitudes of these students in regard to the unique social, environmental, and educational needs of the rural setting. The project validated the rural training model by collecting and analyzing ongoing data from project staff, students, and clinical and fieldwork personnel; it also developed and implemented a plan to disseminate and replicate the validated model. This report describes project design, findings, impact of project findings, and dissemination activities. A section of resource materials contains background information and article reprints on the topics of preassessment, service provision, time management issues, and common disabilities. Activity sheets offer guidelines for such activities as eye-hand coordination, scissors skills, facilitating independent mobility, and therapeutic activities using scooter boards. A bibliography of 17 items and lists of national resources, national toll-free numbers, and resources in Kansas are also provided. Appendices contain administrative materials, questionnaires, needs surveys, competency lists, consent forms, and other project-related items. (21 references) (JDD)

leadership role in fostering community economic development. (KC)

ED 328 676 CE 056 699

Fara, Mohammed Saeed; Fisher, Nigel
The 1984 Literacy Campaign in the People's Democratic Republic of Yemen. A Case Study. Notes, Comments...No. 183.
United Nations Children's Fund, New York, N.Y.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jul 88
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developing Nations; *Females; Foreign Countries; *Illiteracy; *Literacy Education; *National Programs; Secondary School Students; *Student Participation; Teacher Education; Womens Education
IDENTIFIERS- *Yemen

In 1984, the People's Democratic Republic of Yemen undertook a nationwide literacy campaign, which mobilized the entire nation in an effort to reach an estimated 194,000 illiterate people, 77 percent of them women. The campaign plan demanded the full and active participation of formal school teachers and students at secondary level and above as literacy teachers and supervisors. The campaign lasted from July to December to take advantage of the summer vacation. School in rural areas was also delayed until January 1985 to allow students to participate. The Higher Committee for the National Literacy Campaign designed strategies and concrete activities to achieve campaign objectives--to eradicate illiteracy among 12- to 35-year-old females and 12- to 40-year-old males. Mobilization extended beyond the education sector to involve Local Defense Committees and mass organizations, the media, and special activities to stimulate interest. Literacy activities included transmittal of literacy teacher training and literacy lessons by television and radio; incentives to motive students and teachers; organization of literacy teachers and supervisors into cells, units, and platoons, which allowed for a flexible, informal approach; and development and distribution of literacy materials. Results indicated an overall participation of 187,000 illiterates. It is estimated that over 155,000 of these joined the ranks of the literates as a result of the campaign. (A diagram of the campaign's organization is appended.) (YLB)

ED 328 733 CE 056 911

Stephens, Charlotte
Vocational Resource Educator: A Support Service Model.
PUB DATE- Dec 90
NOTE- 25p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Career Development; County School Districts; *Disabilities; *Individualized Education Programs; Individualized Instruction; Individual Needs; Needs Assessment; Personality Assessment; Program Implementation; School Guidance; Secondary Education; *Vocational Education; Vocational Evaluation
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; DeSoto County School District MS; *Vocational Resource Educators

The Vocational Resource Educator (VRE) coordinates the activities of all handicapped students of DeSoto County School District in Mississippi and provides vocational assessment to all handicapped students who enroll in a vocational program. Vocational support personnel assess students' interests, abilities, and special needs so they can successfully complete their vocational program. The assessment program determines what support services are needed in order for the student to have a successful learning experience. The VRE acts as an advocate for the handicapped and serves as a liaison between vocational personnel in implementing a program and providing support services to students. The assessment process is ongoing, beginning with eighth-grade experiences and uses information on file in the student's records. From this information support personnel, vocational teachers, or counselors suggest modifications necessary for students' success. All mandates of the Carl Perkins Act as it relates to the handicapped must be fulfilled. The VRE analyses the information in relation to the courses available in the district and identifies the vocational needs and capabilities of the student. An individualized, work-oriented, vocational program that prepares handicapped students for employment is the result of this analysis and identification procedure. A chart detailing eight responsibilities of the VRE Program of Work is included: (1) identify handicapped students; (2) establish documentation procedures; (3) provide vocational assessment; (4) ensure proper notification of programs; (5) act as a liaison; (6) provide special support services; (7) provide career development activities; and (8) ensure counseling services. Each responsibility statement includes activities, resources, timelines, and outcomes. (NLA)

ED 328 761 CE 056 965

New Frontiers in Literacy: Education and Mental Health of the Homeless. Southeast Florida Training Center for Adult Literacy Educators Conference Proceedings (Miami, Florida, May 5-6, 1990).

Miami-Dade Community Coll., FL. Southeast Florida Training Center for Adult Literacy Educators.
PUB DATE— May 90
NOTE— 127p.
LANGUAGE— English
EDRS-PRICE— EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE— Collected Works - Proceedings (021)
DESCRIPTORS— *Adult Basic Education; *Adult Literacy; Behavior Disorders; *Economically Disadvantaged; *Homeless People; *Housing Needs; Literacy Education; *Mental Disorders; Poverty; Self Destructive Behavior
IDENTIFIERS— *Florida (Southeast)

This document is a transcript of a tape of a conference on homelessness and mental illness conducted by adult literacy educators in Florida. Persons whose remarks are transcribed include Blanca Polo, Director of the Southeast Florida Training Center for Adult Literacy Educators; David K. Fike, author of a study on homelessness in southern Florida; Evelina Bestman, Executive Director for the New Horizons Mental Health and Community Center; Willy Harris, homeless person; Bennie Moore, member of the New Horizons staff; Janet Humphries, program specialist for the adult homeless of the Department of Education; and Dr. Melcher and Dr. Gonzalez, mental health experts. Questions from audience participants and answers to them also are recorded. Topics discussed include who are the homeless, how can they be helped, the New Horizons program, literacy education, and mental illness and community mental health needs. (KC)

McCarthy, Patricia R.; Reese, Robin G.
Crisis Intervener Perceptions of the Stressfulness of Caller Problems.
PUB DATE- Aug 90
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Crisis Intervention; *Hotlines (Public); Problems; *Self Efficacy; *Stress Variables; *Volunteers

The importance of volunteers in the provision of mental health crisis intervention services has been well documented. However, the volunteer turn-over rate is quite high, due to factors such as burnout. This study examined stressfulness in relationship to caller problems, as well as variables related to perceptions of stress. In this study self-efficacy was defined as "efficacy strength," e.g., the crisis intervener's belief that she or he could respond to a specific caller problem. Crisis intervention volunteers (N=39) rated the stressfulness of 35 caller problems and indicated reasons for their ratings. Volunteer self-efficacy and demographics were also assessed. Results suggested that volunteers perceived problems as differentially stressful, with life-threatening problems rated as most stressful. Volunteers varied in their efficacy for dealing with different types of problems, feeling least efficacious for problem callers (e.g., obscene callers). Males reported higher efficacy across all problems. Most commonly endorsed reasons for stress were knowledge and skill deficits and problem complexity. Future research should examine the relationship among efficacy, stress, problem type, gender, and experience for larger samples of crisis interveners from different agencies. (17 references) (ABL)

ED 328 838 CG 023 144

Moskowitz, D. S.
Dominance and Friendliness: On the Interaction of Gender and Situation.
PUB DATE- Aug 90
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Foreign Countries; *Friendship; Higher Education; *Interaction; *Interpersonal Relationship; *Personality Traits; *Sex Differences
IDENTIFIERS- Canada; *Dominant Behavior; *Friendliness

This study was conducted to examine systematic effects associated with the gender of the participant, the situation, and the interaction of gender of participant and situation for two personality characteristics, dominance and friendliness. Subjects were 24 women and 21 men recruited through a student publication at a university. Subjects were observed twice in each of three types of situations: with a familiar person of the same sex, with an unfamiliar person of the same sex, and with an unfamiliar person of the opposite sex. Observations by independent observers were collected using behavior counts and ratings. In addition, self-reports about dominance and friendliness in different situations were collected. The results indicated that both gender and familiarity of partner influenced dominance and friendliness. Women were friendlier than men, particularly when they were interacting with same-sex individuals. Men were more dominant than women, particulary when with a same-sex friend. There was evidence of systematic errors in the self-reports, suggesting that men overestimate their degree of friendliness relative to women and that women overestimate their level of dominance relative to men. (Author/NB)

Stevens, Robert J.; And Others

A Cooperative Learning Approach to Elementary Reading and Writing Instruction: Long-Term Effects. Report No. 42.

Center for Research on Elementary and Middle Schools, Baltimore, MD.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 89

NOTE- 43p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cooperative Learning; Elementary Education; *Instructional Effectiveness; Longitudinal Studies; Metacognition; Reading Attitudes; *Reading Instruction; Reading Research; Reading Strategies; Special Education; *Writing Instruction; Writing Strategies

IDENTIFIERS- Maryland

A year-long study determined the long-term effects of a comprehensive learning approach to elementary reading and writing instruction on students' achievement, attitudes, and metacognitive awareness. Subjects, 529 students in 29 second- through sixth-grade classes in a suburban Maryland school district, participated in the Cooperative Integrated Reading and Composition (CIRC) program in which they worked in heterogeneous learning teams on a series of reading and writing activities related to basal stories. Teachers also provided students with direct instruction on comprehension and metacomprehension strategies. Results indicated: (1) significant effects in favor of CIRC on standardized achievement measures of reading vocabulary, reading comprehension, and language mechanics; and (2) greater metacognitive awareness for the CIRC students at the end of the year than for their traditionally instructed peers. In addition, special education students who were mainstreamed into CIRC classes had higher achievement on standardized tests, and were more socially accepted by their peers, than were comparable special education students in traditional settings. (Five tables of data are included; 40 references, an index of reading awareness, and an attitude questionnaire are attached.) (Author/RS)

ED 328 916 CS 212 653

Thomson, Deborah L.; Meeks, Jane W.

Assessing Teachers' Knowledge of Multi-Ethnic Literature.

PUB DATE- Dec 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Elementary School Teachers; Ethnic Groups; *Knowledge Level; Literature Appreciation; *Multicultural Education; Reading Materials; *Teacher Attitudes; Teacher Education; Whole Language Approach
IDENTIFIERS- *Multiethnic Literature; Teacher Surveys

A study examined teachers' familiarity with selected multi-ethnic literature and their use of it in literature-based classrooms. A questionnaire surveyed 50 elementary teachers of whom 30 were from a K-5 inner city elementary school with a literature-based reading program, and 20 were classroom teachers completing requirements for a graduate degree in reading or library science. The survey instrument was constructed from a variety of genres, such as poetry, picture books, and biographies, and titles were subsumed under the following headings: Asian-American, Jewish-American, African-American, Native-American, and Hispanic-American. Teachers responded to each title by circling statements on a Likert-type scale numbered from 1 to 6 indicating whether they: (1) had used this material in the classroom in group instruction; (2) had recommended it for recreational reading; (3) had recommended it for research, reference, or resource; (4) had used it as read-aloud by the teacher; (5) were familiar with the title but had not used the book; and (6) were not familiar with the book. Results showed that the majority of teachers in the study were not familiar with multi-ethnic literature, with the exception of a limited number of African-American titles. Uses of the books were mainly limited to the "recreational reading" and "read aloud" categories. (Six tables of data are included. Appendixes contain the survey instrument and five lists of selected children's multi-ethnic literature in the various ethnic categories.) (SR)

ED 328 932 CS 507 397

Newburger, Craig; Butler, Jerry
''Fast-Tracking'': Ain't No Golden Parachute So Don't Slide off the Rainbow.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Association for Business Communication Midwest Regional Conference (Akron, OH, April 3-5, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- *Career Development; Career Ladders; Communication Skills; Higher Education; Job Performance; *Management Development; Occupational Mobility; *Organizational Climate; *Organizational Communication; *Promotion (Occupational)
IDENTIFIERS- Corporate Politics; Organizational Behavior; *Organizational Culture

Awareness of the corporate cultural phenomenon of fast-tracking, a process whereby executives are advanced within and among organizations, should assist communication students and practicing professionals to become more effective corporate communicators. A critical distinction between self-directed fast-trackers and their corporately-sanctioned peers is that self-directed fast-trackers can better control the pace and risks they assume, and they can also exert greater control over the rewards for success. Corporately sanctioned fast-trackers normally must contend with a higher level of uncertainty concerning risks, rewards, and relationships. A self-directed fast-tracker often holds his/her own dangling carrot stick. A corporately sanctioned fast-tracker's stick is held by someone else. Rewards abound for both, however. (Thirteen references are attached.) (KEH)

ED 328 947 EA 022 395

From the Capitol to the Schoolhouse: An Analysis of the 1990 Education Finance Act. A Special Financial Report.
Texas State Comptroller of Public Accounts, Austin.
PUB DATE- Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Court Litigation; Educational Assessment; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equal Education; Equalization Aid; Expenditure per Student; *Finance Reform; Higher Education; Public Schools; School District Spending; *State Aid; State Courts; *State Legislation; State School District Relationship; Tax Effort; Tax Rates
IDENTIFIERS- Edgewood Independent School District v Kirby; *Education Finance Act (Texas 1990); *Texas

In the 1989 "Edgewood vs. Kirby" decision, the Supreme Court of Texas ordered the Legislature to correct the inequality in funding between the state's richest and poorest school districts. In response to the court's order, the Legislature recently enacted Senate Bill 1 (SB 1) intended to provide Texas' school districts with equal access to enough funds to provide quality educational programs. By the 5th year, with sufficient increases in state funding, districts that are identical except for their property wealth should have the ability to raise the same amount of revenue per pupil at the same tax rate, equalizing the quality of education for all the state's students. SB 1 also establishes several new programs designed to improve the efficiency and quality of school programs and operations. Three charts illustrate the changes in school funding and total costs of SB 1, and the amounts of 1990-91 revenue and spending measures. Appended are five charts that are indicators of Texas' economic status for the past year; eight additional charts that show other pertinent data; a table that summarizes production/consumption of six commodities; and three state financial tables. (MLF)

ED 328 963 EA 022 658

Heller, Mel; Fuhr, Don
How To Combine Effective School Management and Marketing. Tips for
Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 91
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrators; *Change Strategies; *Educational
Improvement; Elementary Secondary Education; Leadership Qualities;
Organizational Communication; *Public Relations; *School
Administration; *School Community Relationship
IDENTIFIERS- *Marketing Strategies

Drawing numerous parallels between educational management and business management, this document compares skills, characteristics, and responsibilities of administrators to those of a corporate executive officer (CEO), provides a short list of school assessment questions, describes effective management practices and their expected results when applied to education, and discusses a variety of marketing strategies designed to improve the public's opinion of schools with emphasis on the role of word of mouth. A list of effective marketing tips is also provided. (CLA)

ED 329 042 EC 300 034

Smutny, Joan Franklin; Blocksom, Rita Haynes
Education of the Gifted: Programs and Perspectives.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PUB DATE- 90
NOTE- 92p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Ability Identification; Disadvantaged Youth; Elementary Secondary Education; Females; *Gifted; Gifted Disabled; High Risk Students; Minority Groups; Preschool Education; Program Development; *Program Evaluation; *Teaching Methods; Underachievement

This book provides an overall perspective to program development for gifted children and youth. The approaches used draw on many theories, points of view, and program structures. Chapter titles are as follows: ''Identification of the Gifted,'' ''Strategies for Teaching the Gifted,'' ''Organizing the Gifted Program,'' ''Building Support for the Gifted Program,'' ''Preschool Gifted Children,'' ''Gifted Girls: A Population at Risk,'' ''Serving Special Populations of the Gifted,'' ''Serving Gifted Minority and Disadvantaged Students,'' ''Gifted Programs for Secondary School Students,'' and ''Evaluating Gifted Programs.'' In addition to references which accompany each chapter, a gifted education bibliography lists approximately 120 items. Appendixes list national organizations serving the gifted, professional journals on the gifted, and state education departments' gifted education programs. (JDD)

ED 328 790   CE 057 013

Murphy, Lila C.; Vetter, Louise B.
Federal Legislation To Eliminate Sex Discrimination in Vocational Education: "The Impossible Acts," 1976 and 1984.
Delaware Univ., Newark.
SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.
PUB DATE- Aug 90
NOTE- 306p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Affirmative Action; Civil Rights; Equal Education; *Federal Legislation; Feminism; Nondiscriminatory Education; Postsecondary Education; Secondary Education; *Sex Discrimination; *Sex Fairness; State Agencies; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This project is a detailed history of two pieces of legislation that sought to eliminate sex discrimination in vocational education: the Vocational Education Amendments of 1976 and the Carl D. Perkins Act of 1984. The report explains why they happened and the results as seen by those most involved. It looks at the key individuals and groups that made a difference; what really happened during the legislative process; and how agencies, programs, and students were affected by the changes mandated under the new laws. The study collected qualitative information from those who created federal legislation, subsequent reports and studies on that legislation, and the National Assessment of Vocational Education. The study covers the 10-year period from 1977 to 1987. Information for the study was obtained by conducting personal interviews, making contacts, and reviewing legislation and national survey data. The following five chapters are included in this report: (1) the legislation--hearings and testimony; (2) the views of major contributors to the legislative process; (3) implementing the legislation; (4) major contributors to the legislation; and (5) observations and recommendations. The bibliography contains 153 entries. Nineteen appendices include a chronology, lists of sex equity personnel and study participants, study questionnaires, equity publications by state, excerpts from the laws, data on female enrollment and employment, and excerpts from equity reports and studies. (NLA)

ED 328 855 CG 023 162

Saakvitne, Karen W.

Psychoanalytic Psychotherapy with Incest Survivors: Transference and Countertransference Paradigms.

PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Clinical Psychology; *Counselor Client Relationship; Counselor Performance; Counselor Role; *Incest; Individual Counseling; Psychotherapy; Sexual Abuse; *Therapeutic Environment
IDENTIFIERS- *Countertransference; *Transference

Over the past decade, there has developed a steadily growing literature on the identification and treatment of survivors of childhood sexual abuse. Much of the literature has focused on the incidence and psychological impact of the abuse, and on techniques and stages of treatment. Less attention has been given thus far to the details and nuances of the analytic work, and especially to the complicated transference and countertransference elements of the therapeutic relationships. This paper outlines a range of possible transference and countertransference themes that may emerge in the psychoanalytic treatment of survivors of chronic incest. Areas of countertransference include: (1) response to the taboo against incest; (2) parental countertransference; (3) denial; (4) sexual and voyeuristic countertransference; and (5) gender related countertransference. This paper also discusses a few of the transference paradigms which can elicit strong countertransference reactions. These include the patient's mode of affect regulation, experience by the patient of the therapist as the incestuous "father," and the transference organized around the patient's identification with the aggressor. (LLL)

ED 328 870 CS 009 579

Armbruster, Bonnie B.; Ostertag, Joyce

Questions in Elementary Science and Social Studies Textbooks. Technical Report No. 463.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 89

NOTE- 29p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Cognitive Processes; Grade 4; Grade 5; *Inferences; Intermediate Grades; *Questioning Techniques; Sciences; Social Studies; Student Evaluation; *Textbook Content; Textbook Research

IDENTIFIERS- *Question Types

A study examined how many and what kind of questions appear in elementary science and social studies textbooks and teachers' manuals. Approximately 7500 questions from fourth and fifth grade science and social science textbooks from three major publishers were classified according to the following characteristics: (1) type of cognitive demand; (2) source of answer; (3) target relationship (the kind of information required, such as definition or cause and effect); (4) the form of the question; (5) purpose of the question; and (6) the number of words per question. Results indicated that almost half of the instructional questions and two-thirds of the assessment questions are type 1 questions (involving little or no inference) and the next most frequent question is of type 2 (requiring some degree of inference). Type 3, 4, and 5 questions were relatively sparse in both content areas. Recommendations based on the study, current reading theory, and common sense include adding questions asking for the "main idea", turning type 1 questions into higher order questions, using alternative instructional and assessment methods where available, providing students the opportunity to write extended answers, and ensuring that the questions are worded clearly. (Nine tables of data are included, and 32 references are attached.) (RS)

ED 328 996 EA 022 709

Schuh, Jill; Herrington, Carolyn
Electing versus Appointing District Superintendents of Schools.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 67p.; Some appendices may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Selection; Elections; Elementary Secondary Education; *Governance; *Personnel Policy; Politics of Education; Resistance to Change; School District Autonomy; School Districts; State Legislation; *State School District Relationship; *Superintendents
IDENTIFIERS- *United States (Southeast)

Circumstances surrounding the issue of local school district superintendent appointment, as opposed to election, are discussed in this report. Also examined are the efforts in six southeastern states--Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee--to create systems in which all district superintendents are appointed. Data were collected through interviews with legislative staff members, liaisons for the departments of education, and members of the educational interest community in each of the six states to gather information about educational governance structures, legislation, and political dynamics. Proponents of superintendent election assert that the process maintains public control of schools, is more responsive to citizens' needs, and decreases high turnover and abuses of power. Those in favor of appointment point to the school board's personnel selection qualifications, the efficiency of the decision-making process, the creation of a professional rather than political superintendency, and the clear delineation of accountability. Empirical evidence for both cases is inconclusive. However, the historical context of the South and its traditional distrust of outside control present a formidable challenge to eliminating the electorate from the superintendent selection process. Appendices provide Tennessee and Florida Senate legislation and statutes. (31 references) (LMI)

Valesky, Thomas C.; Etheridge, Carol Plata
A Partnership of Memphis City Schools and Memphis State University for Data-Based Decision Making in Seven Schools Using School Based Decision Making: A Perspective from the University.
PUB DATE- Mar 91
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1-4, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; *Decision Making; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; Institutional Cooperation; Public Schools; School Based Management; Shared Resources and Services; *Urban Schools
IDENTIFIERS- *Memphis City Schools; Memphis State University TN

A school-university partnership between Memphis State University and seven innercity schools, designed to enhance informed decision making by the schools through provision of university data, is described in this report. Data about the partnership process were collected from observations, document analyses, and interviews with all constituents. Three survey instruments that were developed in conjunction with a school-university collaborative program, Positive Attitudes in Tennessee Schools (PATS), were also administered to participating teachers, administrators, parents, and students. Findings suggest two values of school-college collaboration: (1) provision of resources to schools and supply of sources for university research; and (2) the generation of objective evaluation of reform efforts. Positive outcomes of the collaboration include the changing role of university researchers as collaborators and the improvement of school professionals' attitudes toward evaluation, resulting in recognition of their symbiotic relationship. Appendices include a group process and decision-making inventory, project evaluation findings, and a list of indicators of progress toward long-range goals. (6 references) (LMI)

ED 329 027 EC 300 004

Hamm, John

The Education for All Handicapped Children Act of 1975 and Patterns in Litigation Involving the Doctrine of Exhaustion of Administrative Remedies: Lessons for Educators, Child Advocates and Attorneys.

PUB DATE- 10 Apr 90

NOTE- 65p.; A Paper submitted to the Legal Studies Program, Sangamon State University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Compliance (Legal); *Court Litigation; *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Equal Protection; *Federal Legislation; *Legal Problems; Legal Responsibility

IDENTIFIERS- *Education for All Handicapped Children Act; *Exhaustion of Remedies

This paper addresses application of the Doctrine of Exhaustion of Administrative Remedies (the legal doctrine that a party may not seek judicial relief for supposed or threatened injuries until the prescribed administrative remedies have been exhausted), in relation to cases brought under the Education for All Handicapped Children Act of 1975 (EHA). The study seeks to determine patterns in 95 administrative exhaustion cases dating between 1978 and 1988. The study concentrates on associations among years, court levels, plaintiff types, whether administrative exhaustion was required, which arguments were the most popular and successful in seeking exemption from administrative exhaustion, opinion writing style, and what issues were at stake. The study concludes that the development of EHA case law presents a picture of the exhaustion doctrine as an evolving, generally predictable guide that becomes more valuable as case law in subject-specific areas develops. Three out of five cases receive exemption from exhaustion requirements. While traditional exhaustion law forbids the consideration of the merits of the case prior to deciding whether to admit a case, the merits of these cases often constituted an integral, inseparable part of the decision-making process. Appendices contain over 100 citations to court cases and a copy of the survey form. (JDD)

ED 329 089 EC 300 085

Heim, Margriet

Communicative Skills of Nonspeaking CP-Children: A Study on Interaction.

PUB DATE- 12 Aug 90
NOTE- 8p.; Paper presented at the Biennial ISAAC International Conference on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Body Language; *Cerebral Palsy; *Communication Aids (for Disabled); Communication Skills; Discourse Analysis; Elementary Education; Eye Contact; Foreign Countries; Interaction; *Interpersonal Communication; Mothers; *Nonverbal Communication; Parent Child Relationship; *Physical Disabilities; *Pictorial Stimuli; Speech Therapy; Therapists
IDENTIFIERS- Augmentative Communication Systems; *Bliss Symbols; Conversation

This paper presents the results of a study on communicative interaction patterns of three nonspeaking children (ages 8-12) with physical disabilities and their adult speaking conversation partners in three different interaction situations (with a speech therapist in a rehabilitation center, during conversation with their mothers at home, and during mealtime with an assistant at school). Results showed that the speaking adult dominated the content and the flow of the conversation with the exception of one assistant whose style of interaction positively stimulated the children's initiating behavior. Little variance was found between interaction patterns in the home situation and in the therapy situation. Two children predominantly used vocalization and gesture, alone or in combination, across all situations. The third child predominantly used eyegaze. The children made minimal use of their communication aids, which were non-electronic aids with Blissymbols and pictographs. The children used their aids primarily as a means to initiate topics. (JDD)

ED 328 885 CS 010 414

Christen, William L.; Murphy, Thomas J.

Increasing Comprehension by Activating Prior Knowledge. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 91

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Content Area Reading; Elementary Secondary Education; Higher Education; *Learning Processes; *Learning Strategies; *Prior Learning; *Reading Comprehension; Teaching Methods; *Thinking Skills

IDENTIFIERS- ERIC Digests; Knowledge

It appears that the value of providing students with strategies to activate their prior knowledge base or to build a base if one does not exist is supported by current research. Creating an opportunity to challenge students to call on their collective experiences (prior knowledge) is essential. Through this process, teachers move students from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces. Prior knowledge is an essential element in this quest for making meaning. Teachers should remember to: (1) present information which builds background ideas, concepts, and principles; (2) show (do not tell) through demonstrations, multi-media use, and graphics; (3) use outside resources, trips, and speakers; and (4) tell about the topic from personal experience. (RS)

ED 329 043 EC 300 035

Desselle, Maxine

Bridging the Communication Gap between the Private Sector and Special Education through Consultation Strategies Regarding Latency-Aged Children Diagnosed Attention Deficit Disorder.

PUB DATE- 14 Aug 90
NOTE- 88p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attention Deficit Disorders; Communication Problems; *Consultation Programs; *Educational Diagnosis; Elementary Education; Handicap Identification; *Learning Disabilities; Private Sector; *Referral; Rural Education; *School Business Relationship; Special Education; Student Evaluation

This practicum sought to reduce the number of inappropriate referrals to a rural school system's Special Education Department from the private sector, by increasing the private sector's knowledge of eligibility criteria for learning disability services. A school social worker conducted individualized consultations with clinicians in the private sector throughout the county, and a pamphlet describing the distinction between learning disabilities and attention deficit disorder was provided. The 32 clinicians exhibited mastery of the content when assessed by a 10-item instrument measuring knowledge of criteria for learning disability services. Results concerning reduction of the number of inappropriate referrals were inconclusive. Appendices contain a referral form, eligibility requirements for learning disability and attention deficit disorder, a copy of the assessment instrument, a copy of the pamphlet, and other materials. (Approximately 50 references) (JDD)

ED 329 059 EC 300 053

Wilkinson, William K.

The Cognitive and Social-Emotional Correlates of Color Deficiency in Children.

PUB DATE- 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Arizona Educational Research Organization/Rocky Mountain Educational Research Association (Phoenix, AZ, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Color; Correlation; Elementary Secondary Education; Emotional Adjustment; Incidence; Research Design; Research Methodology; *Research Needs; *Social Influences; *Visual Impairments; *Visual Perception
IDENTIFIERS- *Color Blindness

Although color vision deficiency is a prevalent problem in childhood, little is known about the cognitive and social-emotional variables linked to this difficulty. A review of the literature revealed seven empirical articles exploring the psychological functioning of color-deficient children, with the results yielding contradictory findings. The equivocal nature of past research is believed due to two research weaknesses: inadequate theoretical rationale of the outcome variable to be linked to color deficiency; and lack of internal validity, which is manifest in faulty designs and poor assessment instruments. An investigative protocol is recommended to minimize research difficulties and lead to a more accurate psychological description of the color-deficient child. The protocol recommended is structured around the initial two sections of an empirically based study: introduction and methods. An ideal introduction would consist of a theoretical rationale emphasizing why color deficiency should be associated with certain cognitive and social-emotional variables and would indicate what measures can be used to determine differences between children with low functional vision compared to adequate functional vision. Recommended methods include use of the anomaloscope and use of pre-group equating to reduce the source of possible confounds. (19 references) (Author/JDD)

ED 329 090 EC 300 086

Scotti, Joseph R.; And Others
A Bibliography of the Developmental Disabilities Literature Focusing on the Deceleration of Excess Behaviors.

PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Change; Behavior Modification; *Behavior Problems; *Developmental Disabilities; Elementary Secondary Education; Intervention; Meta Analysis; Program Effectiveness

This bibliography was compiled in conjunction with a research project that conducted a meta-analysis of the developmental disabilities treatment literature dealing with the deceleration of excess behaviors. It lists 318 relevant articles published between January 1976 and December 1987 in 18 psychology and special education journals. The articles are arranged by journal and subarranged alphabetically by author, with basic bibliographic information provided. An introduction to the bibliography outlines selection criteria for the articles, and describes methods for measuring effectiveness of the interventions. Forty articles which reported highly effective interventions are marked with an asterisk. (JDD)

ED 329 106 FL 019 016

Fleak, Ken; Hansen, Carolyn

New Approach toward Foreign Language TA Supervision.

PUB DATE- Oct 89

NOTE- 14p.; In: Fryer, Bruce T., Ed.; Medley, Frank W., Jr., Ed. Perspectives and Horizons. Dimension: Languages 89. Report of Southern Conference on Language Teaching.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competency Based Education; Higher Education; Inservice Teacher Education; *Language Teachers; Methods Courses; Preservice Teacher Education; *Program Development; Second Language Instruction; *Teacher Education; Teacher Evaluation; *Teacher Supervision; *Teaching Assistants; Workshops

A comprehensive approach to the supervision and training of teaching assistants (TAs) in the proficiency-based classroom might include a pre-service workshop, in-service methodology courses linked to appropriate teaching assignments, and systematic observations and evaluations of their performance as instructors. An intensive pre-service workshop can acquaint TAs with the mechanics of planning, instruction, and evaluation, familiarize them with university and department structure, and provide an overview of materials and the principles around which a proficiency-based classroom is organized. Substantial changes in the beginning level curriculum require methodology courses addressing features of the newly designed curriculum. A course for all first-year TAs meeting 2 hours weekly during the fall term and an additional 1-hour course each subsequent teaching term can provide the structure necessary for an organized presentation of basic teaching principles, course material previews, and guidance for a successful teaching and learning experience. Effective evaluation of TA performance in classroom teaching, methods course work, and team teaching is important. In the initial methodology course, TAs should develop a unit of materials, and evaluation can assess their effective classroom application. Classroom observation by program coordinator and other faculty, especially mentors, can be useful. An evaluation form and 32-item bibliography are provided. (MSE)

ED 329 123 FL 019 095

Williams, Colin H.

The United Kingdom's Celtic Languages. Discussion Papers in Geolinguistics No. 16.

Staffordshire Polytechnic, Stoke-on-Trent (England). Dept. of Geography and Recreation Studies.

PUB DATE- Nov 90

NOTE- 51p.; Paper presented at the International Colloquium on Linguistic Rights and Human Rights (Council of Europe, Strasbourg, France, November 15-17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Role; Diachronic Linguistics; Foreign Countries; Government Role; *Irish; *Language Maintenance; Language Planning; *Language Role; Public Agencies; Scots Gaelic; Social Distribution; Social Influences; Social Status; Sociolinguistics; *Uncommonly Taught Languages; *Welsh

IDENTIFIERS- *Celtic Languages; *United Kingdom

A discussion of the current status and future of Celtic languages in the United Kingdom looks at the social and linguistic history of the languages, problems facing the community of Celtic language users, specific tensions and relationships, implications for reform of social policy, and the role of formal language planning, legislation, and key agencies in the maintenance of the languages. First, general observations about Celtic language usage, distribution, and change are made. Key long-term demographic and social trends influencing Welsh, Gaelic, and Irish are examined, including the availability of education in the languages. The role of the advancement of educational technology in the loss of minority languages is also discussed. Efforts to date by the Welsh Language Educational Development Committee to support and enhance Welsh-medium education are viewed as a promising step toward a rudimentary national education plan for the Welsh-medium sector. An increasing role for identity formation and cultural reproduction is seen in the media and its technology. The current state of language-rights legislation is reviewed, and the position of each language in terms of the five stages of language survival is sketched. A 32-item bibliography is included. (MSE)

ED 329 139 FL 800 295

Walter, Stephen L.

Literacy, Health and Community Development in the Philippines. Final Evaluation.

Summer Inst. of Linguistics, Dallas, Tex.

PUB DATE- Jan 89

NOTE- 94p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Allied Health Occupations Education; Community Development; Foreign Countries; *Health Education; *Indigenous Populations; *Literacy Education; Program Effectiveness; Program Evaluation

IDENTIFIERS- *Philippines (Mindanao); Summer Institute of Linguistics; Translators Association of the Philippines

The final evaluation of a literacy and health education development project of the Summer Institute of Linguistics and the Translators Association of the Philippines (TAP) is presented. The project targeted seven cultural communities totaling 200,000 on the island of Mindanao, for whom literacy rates ranged from 1-5%. The health component trained local health workers to provide basic health care in the villages. Issues arising during the project include the ability of the literacy program to become self-sustaining, the need to address the relationship between literacy and development, and the role of TAP in community development. The program model was found well suited to the cultural setting and scope of program activity. The health practitioner program bridged a substantial technological gap with limited resources. Recommendations for program improvement include further efforts to make the literacy projects self-sustaining, extension of literacy skills to meet local development needs, expansion of the health practitioner program, and possible further TAP involvement in literacy, health, and community development. Program evaluation criteria, a policy statement on literacy programs, a literacy project case study, and a brief bibliography are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 155 HE 023 917

Paulston, Rolland G.; Rippberger, Susan

Applied Science as Revolutionary Reform in Nicaraguan Higher Education.

PUB DATE- Aug 90

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)

DESCRIPTORS- Case Studies; Developing Nations; Economic Change; Foreign Countries; Higher Education; Ideology; *International Cooperation; *International Educational Exchange; International Relations; Natural Sciences; Political Issues; Postsecondary Education; *Science Education; Social Change; Technology

IDENTIFIERS- Agency for International Development; *Educational Reform Program; Latin American Scholarship Prog of Amer Univs; *Nicaragua; United States

This study examines a Nicaraguan educational reform movement, initiated at universities located in Managua and Leon, which sought to promote social and economic change and the practical use of the natural sciences at the undergraduate college level. The study identifies major stakeholders in these science reform efforts and their diverse ideological orientations; and describes in detail the planning, implementation, and evaluation of the reform. Also included are assessments of the project goals, activities, linkages, and outcomes. Four ideological perspectives held by reform participants, or stakeholders, are heuristically represented; and the usefulness of a critical pragmatic approach to educational reform explanation is discussed. The study begins with a description of the research framework. Next, the historical and economic background of the relationship between Nicaragua and the United States is presented, followed by a discussion of the state of education in Nicaragua prior to and after the 1979 revolution. Finally, the creation of the Latin American Scholarship Program of American Universities is explained, its implementation described, its outcomes (problems and achievements) listed, and its implications for development theory and practice considered. Contains 45 references. (GLR)

ED 329 171 HE 024 283

Wabnick, Richard; And Others

Debt Burden Facing College Graduates.

Decision Resources Corp., Washington, DC.; Westat, Inc., Rockville, MD.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- 91

NOTE- 36p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- College Graduates; Comparative Analysis; Credit (Finance); Data Analysis; Federal Programs; Higher Education; Loan Repayment; Paying for College; *Student Financial Aid; *Student Loan Programs; Surveys; Trend Analysis

IDENTIFIERS- *Debt (Financial)

This report presents an analysis of the debt levels and debt burdens of recent college graduates, based on student-reported data from four national surveys taken over the period 1977 to 1986. The major findings of this study were the following: (1) one out of two 1986 college graduates had some undergraduate debt representing an increase from one out of three 1977 graduates; (2) the median debt level of baccalaureates with debt rose from $2,000 for 1977 graduates to $4,800 for 1986 graduates; (3) the median debt burden--the ratio of repayments to gross income--of 1986 graduates was 4.0% in the year following their graduation from college, down slightly from 5.2% for 1977 graduates; (4) only 6.5% of all 1986 graduates had a debt burden in their first year after graduation that exceeded 10% of gross income, down .2% from 1977 graduates; and (5) only 4.8% of 1986 graduates had debt but no first-year income at the time of the survey, up .1% from 1977 graduates. Appendices include an explanation of the debt burden assumptions used in the computations, various statistical breakdowns of education debt and debt burden for 1986 bachelor's degree recipients, and descriptions of federal education loan programs and debt burden. (GLR)

ED 329 186 HE 024 302

Substance-Abuse Education for Health Professionals. Report on a WHO Consultation (Vienna, Austria, May 20-22, 1987).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

PUB DATE- 88

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) o

DESCRIPTORS- Courses; *Curriculum; Drug Abuse; Foreign Countries; *Graduate Medical Education; Health Education; *Health Personnel; Higher Education; Medical Schools; Policy Formation; *Professional Education; Skills; *Substance Abuse; Training Methods; Training Objectives; *Undergraduate Study

IDENTIFIERS- Austria; France; Spain; Sweden; United States; USSR; World Health Organization European Region

The major results of a World Health Organization consultation meeting which was organized to examine ways and means of improving the status of substance abuse education for health professionals in some European countries is presented. Conference participants included researchers, psychiatrists, advisers, clinicians, health administrators, and experts from 10 European countries and the United States involved in the design and implementation of substance abuse courses in the curricula of medical schools both at the postgraduate and undergraduate level. The report discusses several important aspects: (1) substance abuse problems in the European region including Austria, France, Spain, Sweden and the Soviet Union; (2) differences among national substance abuse policies in the European region; (3) substance abuse education in the United States; (4) the objectives of substance abuse training; (5) training methods; (6) structural conditions for the implementation of training programmes; and (7) postgraduate training programmes. A number of general and specific recommendations are provided for undergraduate and postgraduate training programmes. Specific guidelines for the training of general practitioners and general psychiatrists, and for implementing programmes for disciplines specifically related to substance abuse problems are outlined together with recommendations for training nonmedical health professionals. Participants, and their addresses and affiliations, are listed. (LPT)

ED 329 202 HE 024 333

Toward an Understanding of Campus Climate: A Report to the Legislature in Response to Assembly Bill 4071 (Chapter 690, Statutes of 1988). Report 90-19.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 90

NOTE- 74p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Access to Education; Campuses; College Students; *Educational Environment; Educational Legislation; *Equal Education; Ethnic Groups; *Evaluation Methods; Higher Education; *Minority Groups; Public Colleges; Self Evaluation (Groups); State Colleges; State Legislation; *Student Attitudes

IDENTIFIERS- *California

This report addresses the issue of the differing levels of educational success experienced by college students of various racial-ethnic backgrounds, through evaluating the feasibility of developing an educational equity assessment system to provide information on perceptions of California campus climate. The report examines the nature of campus climate and its effect on students' perceptions, knowledge, skills, and competencies. Part 1 discusses the impetus for the study and describes its implementation. Part 2 describes the statewide context for studying campus climate. Part 3 outlines the methodology that the California Postsecondary Education Commission used to collect information on campus climate from students, faculty, and staff at eight California colleges and universities. Part 4 summarizes participants' perceptions concerning faculty, curriculum, academic support, student life, campus image, leadership, and community involvement. The report concludes that it is feasible to describe campus climates and identify factors perceived as contributing to or detracting from educational achievement, and that institutional self-assessments of campus climate should be criterion-referenced. Three appendixes include a prospectus for legislative action on differential treatment, the text of Assembly Bill 4071, and a listing of the members of the Educational Equity Assessment System Advisory Committee. Includes 10 references. (DB)

ED 329 218　　　　IR 014 857

Development Communication Report, 1990/1-4, Nos. 68-71.
Agency for International Development (IDCA), Washington, DC.
Clearinghouse on Development Communication.
PUB DATE- 90
NOTE- 74p.; For the 1989 issues, see ED 319 394.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Basic Skills; Change Strategies; Community Education; *Developing Nations; Development Communication; Educational Media; *Educational Technology; Educational Television; Feminism; Foreign Countries; *Health Education; *Literacy Education; Mass Media Role; Public Television; Sex Differences; Teaching Models; Television Commercials; *Womens Education

The four issues of this newsletter focus primarily on the use of communication technologies in developing nations to educate their people. The first issue (No. 68) contains a review of the current status of adult literacy worldwide and articles on an adult literacy program in Nepal; adult new readers as authors; testing literacy materials; the use of hand-held electronic learning aids at the primary level in Belize; the use of public television to promote literacy in the United States; reading programs in Africa and Asia; and discussions of the Laubach and Freirean literacy models. Articles in the second issue (no. 69) discuss the potential of educational technology for improving education; new educational partnerships for providing basic education; gender differences in basic education; a social marketing campaign and guidelines for the improvement of basic education; adaptations of educational television's "Sesame Street" for use in other languages and cultures; and resources on basic education. Women are the focus of the third issue (No. 70), including articles on communicating with women; effective training for women; agricultural extension and African women farmers; hygiene education; ways to increase mothers' self-confidence; and community publishing as a strategy for women's development in Zimbabwe. The final issue (No. 71) focuses on health education, including the role of mass media and television commercials in influencing lifestyles and behavior pertaining to health care, and the success of community education programs in Brazil, Nigeria, Sri Lanka, Singapore, and Uganda. Each issue also includes announcements of upcoming conferences, other information resources, and book reviews. (DB)

ED 329 234 IR 014 880

Sharma, Motilal

Technology in Distance Education: Future and Issues.

PUB DATE- Oct 90
NOTE- 13p.; Keynote address delivered at the International Conference on Educational Technology: The Future (New Delhi, India, October 31-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Distance Education; Economically Disadvantaged; Economic Development; *Educational Change; *Educational Development; Educational Radio; *Educational Technology; Elementary Secondary Education; Environmental Education; Foreign Countries; Higher Education; Information Technology; *Poverty Programs; Technological Advancement; Womens Education

The primary beneficiaries of human resource development decisions ought to be the underprivileged members of developing societies. However, the sweeping changes that have occurred in the Soviet Union and Eastern Europe and in developing nations, have not included progress in the field of education. For example, the educational systems of Asian countries share many common problems such as budgetary constraints, lack of curriculum renewal, lack of textbooks, lack of trained teachers, and limited access for many of the rural poor and disadvantaged, including women. Educational technology for the poor must be developed. Studies indicate that radio as a medium of instruction could be as effective as conventional methods. Other distance education technologies offer an attractive and cost-effective means of improving education for women and other underprivileged groups, and will, in turn, begin to alleviate the poverty caused by illiteracy and ignorance. (DB)

ED 329 250 IR 052 805

Contributed Papers Workshop. Proceedings of a Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, New York, September 26, 1988).
Association of Coll. and Research Libraries. Western New York/Ontario Chapter.
PUB DATE- 26 Sep 88
NOTE- 92p.; For individual papers, see IR 052 806-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Copyrights; *Course Integrated Library Instruction; Higher Education; *Librarians; Library Associations; Library Surveys; *Occupational Information; Workshops

The eight papers in this collection were presented at an Association of College and Research Libraries workshop held in September 1988 in Buffalo, New York. The papers are as follows: (1) "Making Real Changes: Course Integrated Instruction and Its Impact, a Case Study" (Joan Ormondroyd); (2) "Dual Function Positions: A View from the Trenches" (Amy L. Paster); (3) "Faculty Status, Longevity, and Salaries among Librarians in LIBRAS" (Jonathan D. Lauer, Edward W. Meachen, and Donald H. Dilmore); (4) "A New Twist on an Old Theme" (Honey Marchetti); (5) "New York State Periodical Index" (Judith Jennejahn and Margaret Rich); (6) "Physical Condition of the Collections at E. H. Butler Library, State University College at Buffalo: Report of a Survey" (Mary Lee C. Xanco and Kathleen Quinlivan); (7) "The Role of Practising Librarians in Library Education" (Gillian M. McCombs); and (8) "What Does Copyright Have To Do with My Teaching Activities? What Is Fair Use? What Is an Anthology?" (Stuart Milligan). Lists of Western New York/Ontario chapter officers for 1987-88 and 1988-89 are included. (MES)

ED 329 267 IR 053 458

Inter-Association Task Force Report on Image.
Special Libraries Association, Washington, DC.
PUB DATE- 90
NOTE- 156p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Compensation (Remuneration); Higher Education; *Librarian Attitudes; *Library Personnel; Occupational Surveys; *Public Opinion; Questionnaires; *Role Perception; Salaries; *Stereotypes; Student Attitudes
IDENTIFIERS- Special Libraries Association

In 1988, the Board of Directors of the Special Libraries Association provided funding to a task force to gather data which would determine how certain segments of society perceive librarians, how librarians view themselves and their colleagues, and to provide recommendations for addressing the issue of image. The task force project consisted of three major phases. Phase I encompassed the following six primary components: (1) a survey of librarians/information professionals; (2) questionnaire on the image of the professional; (3) the international image of the information professional; (4) prevalent attitudes of MLS (master of library science) students; (5) report on self-esteem and status; and (6) the relationship of image to salary. The objectives of Phase II were to analyze the data from Phase I, present the findings, and activate a strategic plan to enhance the image of the librarian/information professional. Phase III consisted of the publication of a final report, the implementation of the strategic plan, and a continuation and coordination of interassociation and individual endeavors to enhance the profession's image. The survey instrument and accompanying letter, data tables, graphs, and feedback are appended. (MAB)

ED 329 282 IR 053 477

IFLA General Conference, 1990. Division of General Research Libraries: Open Forum; Section of National Libraries; Section of University Libraries and Other General Research Libraries; Section of Parliamentary Libraries. Booklet 1.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 90

NOTE- 123p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 1 papers are followed by a progress report and three additional papers. A few pages of the added papers contain faint type or filled letters.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Decentralization; *Evaluation Criteria; *Federal Government; Foreign Countries; *Government Libraries; Higher Education; International Organizations; Librarian Attitudes; Library Networks; Library Role; *Library Services; Library Surveys; *National Libraries; *Research Libraries

IDENTIFIERS- Building Security; Denmark; Finland; Information Policy; Sweden

The 16 reports in this collection were presented at an open forum on research libraries and meetings of three more specialized sections: (1) "Nature and Purpose of the Division of General Research Libraries" (Ernst Kohl); (2) "Objectives and Goals of the Section of Parliamentary Libraries" (Ernst Kohl); (3) "The IFLA (International Federation of Library Associations) Section of University Libraries and Other General Research Libraries" (Rolf Schuursma); (4) "The National Library's Role in Developing a National Information Policy--the Case of Sweden" (Birgit Antonsson); (5) "The National Library as a Decentralized Organization: The Case of Finland" (Esko Hakli); (6) "Summary of the Paris Workshop 1989 on Performance Measurement" (John Willemse); (7) "Measuring Academic Library Performance" (Barbara J. Ford and JoAn S. Segal); (8) "Performance Measurement in the Danish Libraries" (Niels Ole Pors); (9) "The Challenge of Change in Eastern Europe to the Parliamentary Libraries of the West" (Ernst Kohl); (10) "How the Nordic Council Works" (Bert Isacsson); (11) "The Place of the Library in the Administrative Structure of the Parliament" (Eric J. Spicer); (12) "Progress Report on Legislation on National Libraries of Countries around the World" in the period between the 55th and the 56th sessions of IFLA (Lenin State Library); (13) "Cooperation between National Libraries" (J. M. Smethurst); (14) "Library and Research Services to the Swedish Parliament" (Bengt Alexanderson, Editor); (15) "Problems of Performance Evaluation in Academic Libraries" (Roswitha Poll); and (16) "Workshop on Library Security" (a discussion checklist, bibliography, and other workshop materials, presented by Beckman Associates Library Consultants, Inc., of Ontario, Canada. (MAB)

ED 329 294 IR 053 496

Wagner, Ralph D.

Africana Librarianship in the United States to 1960.

PUB DATE- 8 Nov 90

NOTE- 22p.; Paper presented at the Illinois Library Association/College and Research Libraries Forum Fall Conference (Urbana, IL, November 8-9, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; *African Literature; *African Studies; Higher Education; Librarians; Library Associations; *Library Collection Development; *Library Collections; Public Libraries; *United States History

Arguing that Africana librarianship developed in response to changes in the traditional image of Africa and that it influenced that image in turn, this paper focuses on the individuals who shaped Africana librarianship in the United States. The topics discussed include the earliest American examples of Africana librarianship as witnessed in the American Colonization Society; nineteenth century preservation and collection activities of such African-American bibliophiles as Arthur Schomburg; the development of the Schomburg, Moorland, and Wright collections; the leadership of librarians Dorothy Porter and Ernestine Rose; the growth of American library collections on Africa and foreign studies during World War II; cooperation and collection activities between librarians and Africanists; and the subsequent founding of the African Studies Association, which provided the first forum for national library cooperation in 1957. (47 footnotes) (MAB)

1989 Annual Report to the Board of Directors of the Nebraska Technical Community College Association.
Nebraska Technical Community Coll. Association, Lincoln.
PUB DATE- Jul 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; College Programs; *Community Colleges; *Economic Development; *Educational Finance; Educational Legislation; *Enrollment; Enrollment Trends; Expenditures; Income; Lobbying; *Professional Associations; Statewide Planning; Teacher Salaries; Two Year Colleges; Workshops
IDENTIFIERS- *Nebraska Community College Areas

The Nebraska Technical Community College Association (NTCCA) was formed to coordinate the mutual interests of the six autonomous Nebraska Technical Community College Areas, politically distinct entities governed by locally elected boards. This annual report provides a general review of the significant activities and accomplishments of the NTCCA during 1989, a performance review of the NTCCA office and staff, plans for the coming year, and long-range planning objectives. The report's six sections contain the following: (1) a brief history of the NTCCA and a review of its organizational structure and committees; (2) short messages from the NTCCA president and the executive director; (3) a review of the association's recent efforts to secure funding for five critical needs areas (i.e., upgrading faculty and staff salaries, expanding economic development services, reducing property tax levies, implementing new programs, and meeting the growth requirements of inflation and enrollment), an examination of recent state educational legislation, a review of NTCCA research activities, and a discussion of preparations made for the second session of the 91st State Legislature; (4) a review of activities and events held during NTCCA's annual meeting and legislative seminar; (5) a discussion of other NTCCA activities, including involvement in professional organizations, special scholarship awards, a conservation program, and special workshops; and (6) the Fiscal Year (FY) 1989 NTCCA budget, including comparisons with FY87 and FY88, and an analysis of total dues by area. (GFW)

ED 329 321 JC 910 160

Hudson, Rochelle

High School at College: A Study of the Bell High at Harbor College Program. Los Angeles Harbor College Research Report 01-91.

Los Angeles Harbor Coll., Wilmington, CA. Office of Research and Development.

PUB DATE- Jan 91

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Persistence; College Bound Students; *College School Cooperation; Community Colleges; *Cooperative Programs; Followup Studies; High Schools; *High School Seniors; *High School Students; Outcomes of Education; *Participant Satisfaction; Program Evaluation; *Student Attitudes; Student Educational Objectives; Two Year Colleges

The Bell High at Harbor Program is a cooperative effort between Bell High School and Los Angeles Harbor College (LAHC) in which, each year, approximately 120 Bell students complete the ninth grade on the LAHC campus. Students participate in a traditional ninth grade curriculum and concurrently enroll in two college courses per semester. The program was initiated in 1986 as a result of space shortages in the Los Angeles Unified School District, although it became clear that the program might help to motivate students to attend college after completing high school. In 1989-90, when the program's first-year participants were in their senior year in high school, a follow-up study was conducted to evaluate the impact of the program on student success and attitudes about school and college. Of the 107 students who participated in the program in 1986, 102 were sent follow-up surveys. These students were volunteers to the program, described as ''academically enriched, college preparation''; 96.5% were Hispanic, and the rest were Asian and White. Study findings, based on a 69.6% response rate, included the following: (1) program participants had a retention rate of 92.5%, compared to 71.8% for other Bell students; (2) 69% of the respondents stated that the program had increased their interest in attending college; (3) 84.5% indicated an increased interest in learning following exposure to LAHC faculty; (4) 97.1% stated that they intended to complete a college degree; and (5) among aspects of the program which students liked the most were the ''freedom'' and the ''atmosphere,'' while negative aspects included the 20-mile bus ride and the inability to participate in campus life. The survey instrument and cover letter are included. (JMC)

ED 329 336 PS 019 398

Bishop, C. Diane

The Superintendent's Task Force on Early Childhood Education: Report to the Arizona Board of Education.

Arizona State Dept. of Education, Phoenix.

PUB DATE- Aug 89

NOTE- 50p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Background; Certification; Early Childhood Education; Educational Finance; Elementary School Curriculum; Guidelines; Parent Participation; *Policy Formation; *Preschool Education; Public Schools; Staff Development; *State Aid; *State Programs; Student Evaluation; Teacher Education

IDENTIFIERS- *Arizona

To provide a rationale and policy agenda for early childhood programs in Arizona and to illuminate issues and concerns that surround decisions regarding preschool programs, this report reviews the background of the current preschool movement, describes the efforts of other states to establish preschool education, and discusses and makes recommendations on options and policy issues. Section I provides background information on the states' increasing interest in early childhood education since 1980. Section II discusses state funding patterns for preschool education. Section III discusses six basic policy questions: (1) Which children should be served? (2) How should preschool programs be administered? (3) What funding mechanisms should be used for Arizona's preschool programs? (4) What should programs cost per child? (5) What are the essential elements of a quality program? and (6) What forms of teacher preparation and certification should be required? Section IV explores related considerations, including the primary grade curriculum, parent participation, assessment practices, and staff certification, development, and training. Table 1 provides a summary of state initiatives in early childhood education. Task force members and sub-committee participants are listed. (RH)

ED 329 352 PS 019 457

Schettelin, Margaret; Ballard, Tara
Report on the Kindergarten Testing Program: The Effectiveness and Feasibility of a Kindergarten Testing Program Developed by a Pilot Project. A Report to the California Legislature as Required by Education Code Section 49583.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Feasibility Studies; *Identification; *Kindergarten Children; Pilot Projects; Primary Education; Program Development; Program Effectiveness; *Reading Difficulties; *Screening Tests; State Programs; *Student Evaluation
IDENTIFIERS- *California

This legislative report presents the results of a pilot project conducted in eight suburban California school districts as part of an effort to develop a testing program identifying kindergartners with potential reading problems. The project was also intended to evaluate the program's effectiveness and gauge the feasibility of statewide implementation in light of the criteria of effectiveness, statewide utility, and cost. Five major findings indicated that: (1) a small number of kindergartners with potential reading problems was identified by teacher judgment instrument and screening tests; (2) the program was partially effective in correctly identifying kindergarten children with potential reading problems; (3) no single indicator of potential reading problems met the criterion of 75 percent correct identifications, regardless of the posttest measure used; (4) among single indicators, the kindergarten teacher judgment indicator, with the standardized test of reading achievement used as the posttest measure, came closest to meeting the criterion of 75 percent correct identifications; and (5) when the cutoff point on a commercial screening instrument was raised, the percentage of correct identifications decreased. It was concluded that the program was not effective, not advisable for statewide testing, and prohibitively expensive. (RH)

ED 329 367 PS 019 491

Bloom, Paula Jorde; And Others
The Head Start Leadership Training Program. Final Report to the Department of Health and Human Services, Head Start Division.
National-Louis Univ., Evanston, IL.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 91
NOTE- 175p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; Compensatory Education; Course Descriptions; Early Childhood Education; *Leadership Training; *Models; *Outcomes of Education; Postsecondary Education; *Professional Development; Profiles; Program Effectiveness; *Program Improvement; Summative Evaluation; Work Environment
IDENTIFIERS- *Project Head Start

This report summarizes results of the evaluation of Head Start's Leadership Training Program. The introductory chapter provides background information on the program, including a rationale for leadership training, goals and objectives of the program, and ways in which participants were selected. Chapter II provides an overview of the training model. Discussion concerns the model's philosophical underpinnings, the logistics of training, and the content of the curriculum. Chapter III summarizes results of the evaluation of the program and documents training outcomes for participants and their respective centers. Finally, Chapter IV provides selected case studies of three participants. Data were collected from personal interviews, participants' journals, instructors, supervisors, and an exit interview. Case studies were organized according to the following headings: (1) background information; (2) entry into the program; (3) individual characteristics; (4) growth and change. Extensive appendices provide promotional literature, correspondence of candidates, names of resource instructors, course outlines, a certificate of completion, evaluation instruments, participant responses to a training needs assessment and program evaluation, a work environment profile, supervisor feedback, and participants' research topics. (RH)

ED 329 383 RC 017 901

Sherblom, Elizabeth; Scully, Diana, Ed.
Enterprise Zones and Native American Economic Development. A Summary Review of the Literature.
SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.
PUB DATE- Aug 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *American Indian Reservations; *American Indians; *Business; *Economic Development; Entrepreneurship; Federal Aid; Federal Indian Relationship; *Reservation American Indians; Tribal Sovereignty
IDENTIFIERS- *Enterprise Zone; Maine; Passamaquoddy (Tribe)

A review of the literature was conducted to understand whether or not and how enterprise zones and other economic development strategies apply to Indian country. The review: (1) summarizes the effects of past and present federal policies on Indians and their economic development efforts; (2) examines the literature on enterprise zones, as envisioned at the federal level and as implemented on the state level; (3) highlights some of the literature on current Indian economic development efforts; and (4) looks at the relevance of enterprise zones and other federally enacted incentives to reservation development strategies. Through some notable successes with reservation businesses, it has been shown that economic development is possible. Some essential pre-conditions to success include tribal commitment and leadership, sound business practices, availability of investment capital, and the resources to support job training. There also have been economic failures on the reservations. Externally initiated projects are often culturally irrelevant to Indian people. Other difficulties include the geographic isolation of the reservations, as well as the lack of education and job skills. The literature points to the need for the Indians themselves to initiate and be involved in efforts to achieve economic self-sufficiency. Enterprise zones have not been sufficiently implemented by the federal government, and the ones implemented by the states have met with mixed results. Includes 17 references. (ALL)

ED 329 397 RC 018 008

Wilson-Figueroa, Maria; And Others
Migration of Hispanic Youth and Poverty Status: A Logit Analysis.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adolescents; Educational Attainment; *Hispanic Americans; Low Income Counties; Low Income Groups; *Migrant Youth; *Migration; Minority Groups; *Poverty; Poverty Areas; *Unemployment; Welfare Recipients; Young Adults
IDENTIFIERS- National Longitudinal Surveys

The research investigated whether poor Hispanic youth exhibited less migration than nonpoor Hispanic youth. The hypothesis was that migration is a means to escape poverty, although poverty acts as an inhibitor to migration. The data for the study were derived from The Youth Cohort of the National Longitudinal Survey (NLS/Y) and the 1988 County and City Data Book (U.S. Census Bureau). Individual migration between 1984 and 1986 for 1,466 Hispanic respondents who were ages 14-21 in 1979 was the dependent variable. Log linear modeling was used to analyze the data. Microlevel variables (characteristics of respondents) were: sex, occupation status, educational attainment, public assistance, and poverty status. Macrolevel variables (characteristics of counties) were: unemployment rate and percentage of families poor (i.e., below the poverty level). Results showed partial support for the hypothesis, depending on how poverty was defined. Poverty status places limitations on the geographical mobility of Hispanics and may limit their ability to upgrade their socioeconomic status; therefore, policymakers need to concentrate on providing education and training to Hispanic youth. The educational attainment of Hispanics remains below the level of their non-Hispanic counterparts and Hispanics tend to have higher rates of unemployment than Whites. Policies should target employment opportunities for Hispanics. (KS)

ED 329 411 RC 018 025

Velazquez, Loida C.
Migrant and Seasonal Farmworkers: A Forgotten Population.
PUB DATE- Oct 90
NOTE- 8p.; Paper presented at the Meeting of American Association for Adult and Continuing Education (Salt Lake City, UT, October 29-November 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- Dropout Characteristics; *Dropout Programs; *High School Equivalency Programs; High Schools; *Migrant Adult Education; *Migrant Education; *Migrant Programs; Migrants; Migrant Youth; Nontraditional Education; *Special Needs Students
IDENTIFIERS- Economic Opportunity Act Title III; Elementary Secondary Education Act

Migrant and seasonal farmworkers are the most educationally disadvantaged group in society, with over 70% high school dropouts and 15% functionally illiterate. Mobility, language barriers, and cultural differences combined with health and nutrition problems have a negative effect on school achievement. The constant interruption of the educational process leads to confusion, frustration, and a feeling of alienation. This alienation becomes the major factor contributing to dropping out among migrant and seasonal farmworker students. The High School Equivalency Program (HEP), established in 1967, offers more supportive components than traditional General Education Development (GED) programs. The Office of Migrant Education was established in 1980 and presently directs the 22 HEP programs functioning in the continental United States and Puerto Rico. The HEP projects have become a unique blend of education, social, personal, civic, career, and cultural experiences. The institutions of higher education and the non-profit organizations granted funds to run HEP projects are encouraged to design programs based on the needs of local migrant and seasonal farmworkers and the institution's unique areas of strength. An average of 3,000 students are served annually, but this is a minimal figure compared to the number of dropouts. All HEP projects provide instructional support services geared toward helping students pass the GED test and motivating students to pursue postsecondary education or training. The projects have these major components: (1) an active recruitment program; (2) tutoring; (3) counseling; and (4) access to culturally enriching opportunities. (ALL)

ED 329 426 SE 051 382

Cobern, William W.; And Others

A Logico-Structural, Worldview Analysis of the Interrelationship between Science Interest, Gender, and Concept of Nature.

PUB DATE- 90

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990). Tables contain some light type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beliefs; *Biological Sciences; *Cognitive Structures; *College Science; *Epistemology; *Females; Higher Education; Learning Processes; Logical Thinking; Science Education; *Scientific Concepts; Student Attitudes

IDENTIFIERS- *Science Education Research

The purpose of this research was to provide information about gender-related worldview structures, among college students, that can inform the instructional decision making process. Information was generated in a logico-structural investigation of the interrelationship of gender, interest in science, and concept of nature. The strength of the logico-structural approach is its sensitivity to intra-worldview variation and its avoidance of artificiality. In this study, "concept of nature" was observed as college student responses to a direct question about nature. The preliminary results indicated that there were gender-related concepts of nature. Secondly, the results suggested that the concept of nature was related to interest in science among women college students but not related to interest in science among men. (CW)

ED 329 091 EC 300 087

Burts, Maureen E.

A Staff Development Program To Implement a Student Tutorial Program for the Trainable Mentally Handicapped.

PUB DATE- Jun 90

NOTE- 87p.; Practicum Report, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Basic Skills; High Schools; Individualized Instruction; Interaction; *Moderate Mental Retardation; *Peer Teaching; Social Behavior; Staff Development; Student Improvement; Teaching Methods; *Tutorial Programs; Tutoring

This practicum report describes a staff development program that was designed to implement a peer tutoring program in which nonhandicapped students instructed three trainable mentally handicapped peers in a regular high-school setting. The program was implemented to increase the achievement of handicapped students in basic academic skills that included number recognition, time skills, and money skills; and to increase interaction between nonhandicapped and handicapped peers. Tutors were instructed in tutoring procedures during a 2-day workshop and were counseled throughout the tutoring program. Results of pre/posttests showed an increase in academic achievement for all three students and improved social behaviors when interacting with their tutors. Appendices contain administrative documents, evaluation forms and data, a tutor role description, the Tutor Training Triad, and the Tutor Training Decision Worksheet. (15 references) (JDD)

ED 329 441 SO 020 357

Crews, Kimberly A.; Paul, Neena
Population Education Interchange. Volume 16, Numbers 1-4, 1987.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 18p.; Printed on colored stock. For volume 17, see SO 020 358.
Materials cited, but not included with this document, are available from the Population Reference Bureau.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Demography; Elementary Secondary Education; *Environmental Education; Foreign Countries; Instructional Materials; *Metropolitan Areas; *Population Education; *Population Growth; *Population Trends; Social Studies
IDENTIFIERS- *Mexico

Each of the four issues in this volume contains a specific concern of population studies. Issue number 1, "Responding to the Challenge" (K. Crews), accompanies the learning series module, "Global Population Trends: Challenges Facing World Leaders." Sections of the issue focus on elderly populations, especially in Japan, the effect of population pressures and large foreign debts on countries such as Peru, and the nature of economic immigration in the United States and political immigration in West Germany. A quiz for students using "The Population Data Sheet" is given, as well as an annotated bibliography of six resources on population issues. Issue number 2, "Mexico's Population: A Profile" (N. Paul), discusses the economy, migration, urbanization, and the future of the Mexican population. An annotated bibliography of seven items is included. Issue number 3, "Teaching Environmental Connections" (K. Crews), accompanies the teaching module, "Human Needs and Nature's Balance: Population, Resources, and the Environment," and contains review and reference questions on that material and an annotated list of 19 resources. Issue number 4, "Where Is the Metropolitan U.S.?" (K. Crews), designed to accompany the "Metropolitan U.S. Data Sheet," contains discussion questions on that reading, looks at metropolitan growth, and contains an annotated list of seven items. (PPB)

ED 329 458 SO 021 111

Grosh, Margaret E.
Social Spending in Latin America: The Story of the 1980s. World Bank Discussion Papers No. 106.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 163p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Area Studies; Developing Nations; Economics; Elementary Secondary Education; *Financial Policy; Futures (of Society); Public Education; Public Health; Public Policy; *Public Sector; Social History; Social Science Research; *Social Services
IDENTIFIERS- *Latin America; Social Security

This study traces public sector expenditures for nine Latin American countries in the 1980s in order to determine how social services and social well-being fared during the economic stringencies of the decade. The countries included are Argentina, Bolivia, Brazil, Chile, Costa Rica, the Dominican Republic, El Salvador, Jamaica, and Venezuela. The sectors covered are health, education, and social security. Real per capita public social spending on health, education, and social security fell during some part of the 1980s in every country in the study. Numerous efforts to increase the efficiency and equity of social service provision were undertaken, but the data available do not indicate that these efforts were successful. The policy agenda should include a growth oriented strategy, coupled with a high priority for the social sectors in the government budget in order to assure adequate resources to the social sectors. Even with these steps, increased coverage and quality of social service delivery cannot be expected to result primarily from growth in expenditures. Rather, improvements in service delivery must come from increasing the equity and efficiency of resource use. The usual gamut of tools is relevant--priority for primary health and primary education, targeting, cost recovery with provision for exemptions for the poor and for preventive services, decentralization, and institutional development. Better management and monitoring systems are needed in order to evaluate the success of such program changes. (Author/DB)

ED 329 478 SO 021 166

Burden, Charles A.; And Others

An On-Site Study of the People's Republic of China.

PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Students; Comparative Analysis; Educational Research; Foreign Countries; Foreign Culture; Higher Education; *International Educational Exchange; Questionnaires; *Student Attitudes; Student Experience; *Study Abroad
IDENTIFIERS- *China; Georgia State University

This report stems from an international study program in which Georgia State University (Atlanta) management students traveled to the People's Republic of China to examine that country's economic system and management practices. The study is designed for academics who are considering taking students to China, those who are traveling by themselves to China, and for business people who are hoping to gain a greater understanding of China. A 34-statement opinionnaire was devised and administered to the students before and after the visit to China. An analysis and comparison of the before and after responses revealed that although students indicated that they had learned much from their visit, their opinions on the administered questions had not shifted measurably. Appendices containing the opinionnaire as well as an analysis of the students' responses are included. (DB)

ED 329 495 SO 030 242

King, Edith W., Ed.; La Pierre, Sharon D., Ed.

Using the Arts as an Educational Model For High-Risk Individuals.

Denver Univ., CO. School of Art.

PUB DATE- 90

NOTE- 52p.; Selected papers developed as part of a Symposium on Alternative Learning and Teaching Methods (Denver, CO, June 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, ''Papers Presented at...'' (150)

DESCRIPTORS- *Art Education; Curriculum Development; *Educational Needs; Educational Philosophy; Elementary Secondary Education; *High Risk Students; *Learning Motivation; *Learning Strategies; *Nontraditional Education; Teaching Methods

Developed as part of a symposium on alternative learning and teaching methods for high-risk learners at all grade levels, six papers are presented along with an introduction by Sharon La Pierre. ''What the Arts Teach: Comments on the Arts, Cognition and Learning'' (Elliot Eisner) discusses the ways in which the arts teach qualities not addressed in other content areas. ''Personal Remarks on the Gifted and Talented Student'' (Edward Potter) outlines why such individuals are at risk in the educational system. ''The Spatial Reasoning Process and the Visual Artist: The Basis for an Instructional Model'' (Sharon La Pierre) discusses the need for learning strategies and teaching methods to be developed for the spatial-prereferenced thinker. In ''Revelations, Creativity and the Process of Learning: An Interview with Maynard Tischler'' (Edith King), the author talks with Tischler about his philosophy of art and art education. ''A Model Program for High-Risk Learners'' (L. Lynn Flieger Countryman) tells of Countryman's design for a model teaching program based mainly on commercial art. Teaching methods, and motivational tactics are discussed and examples of class assignments are outlined. The final paper included is ''Issues in Multicultural Art Education'' (Mary Stokrocki). Stokrocki argues that instructional approaches need to be developed to accommodate cultural diversity. In the summary, ''Summing Up: Using the Arts as a Model for High-Risk Learners'' (Edith King), three recurring themes are identified: (1) different ways of learning; (2) methods of educating through the arts; and (3) the value of diversity and unique differences. (KM)

ED 329 512 SP 032 614

Arbuckle, Margaret A.; Murray, Lynn B.

Building Systems for Professional Growth. An Action Guide and Handouts, Transparencies, and Readings.

Maine State Dept. of Educational and Cultural Services, Augusta.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 643p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Collegiality; Decision Making; Elementary Secondary Education; Group Activities; Higher Education; *Inservice Teacher Education; Needs Assessment; *Professional Development; *Program Development; *Program Evaluation; *Staff Development; Teamwork; Workshops

This guide provides staff development leaders in schools and school districts with practical information about professional development systems. It is organized in eight chapters, each dealing with a phase of an effective professional development program. The essential components of the program constitute a framework for staff development. The components include: (1) getting started--creating a new system or improving an existing one; (2) educating the decision makers--informing all of those involved in decision making and action for staff development; (3) creating a collaborative structure--defining the program mission, creating a management plan, and formally authorizing the program; (4) team building--creating collegial and collaborative relationships; (5) assessment and goal setting; (6) designs for learning--formal and informal activities for professional growth; (7) program evaluation; and (8) maintenance and continuity. Each chapter begins with an overview of its contents, followed by the goals and an outline of activities. Specific activities to educate the staff further and implement each component are described. Readings, handouts, and transparency masters to accompany each activity are included in a separate packet. (JD)

ED 329 107 FL 019 017

Terry, Robert M.

SCOLT: Perspectives for the Future 1990+.

PUB DATE- Oct 89

NOTE- 9p.; In: Fryer, Bruce T., Ed.; Medley, Frank W., Jr., Ed. Perspectives and Horizons. Dimension: Languages 89. Report of Southern Conference on Language Teaching.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agency Cooperation; Agency Role; Articulation (Education); Conferences; Futures (of Society); *Instructional Improvement; *Interprofessional Relationship; *Language Teachers; Professional Associations; *Professional Development; Regional Planning; *Second Language Instruction

IDENTIFIERS- American Council on the Teaching of Foreign Langs; *Southern Conference on Language Teaching

A discussion of the role of the Southern Conference on Language Teaching (SCOLT) on its 25th anniversary addresses the following issues: (1) whether the organization has carried out its primary objective of advancing the learning and teaching of languages at all instructional levels; (2) whether SCOLT has worked to its fullest in fostering close ties with its national umbrella organization, the American Council on the Teaching of Foreign Languages, and constituents on the state and local levels; and (3) what it can do to strengthen its role, position, and impact in the foreign language field. It is suggested that the regional organization's role is to strengthen the support of affiliates by offering strong leadership and a supportive sense of purpose; sustain faith in the value of the field and in working relationships with affiliates; subsidize innovative programs within the region; maintain the current impetus in foreign language education, paying particular attention to teachers' concerns; advance its leadership role and that of state and local affiliates by creating strong networks; advocate change in the profession as needed; and promote the value of foreign language study. Beyond that, it is proposed, the rest is up to the individual teacher. (MSE)

ED 329 124 FL 019 096

LeBel, Jean-Guy

Traite de correction phonetique ponctuelle: Essai systemique d'application (Treatise on Immediate Phonetic Correction: A Systemic Method of Application). Publication L-2.

International Center for Research on Language Planning, Quebec (Quebec).
PUB DATE- 90
NOTE- 298p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Educational Strategies; *Error Correction; *French; Linguistic Theory; *Phonetics; *Pronunciation Instruction; Second Language Instruction; *Second Languages

An intensive discussion of the immediate phonetic correction approach in second language instruction looks at the rationale for phonetic correction, describes the immediate method, and refines it into seven specific methods. The first chapter, on phonetic correction in general, examines the past and present reasons for using the technique, its ideal function in language teaching, its usefulness, and its history. The second chapter introduces the immediate method by comparing it with the verbo-tonal method, outlining key concepts, facts, and attitudes, and answering specific questions about it: what, when, and how to correct. Chapter 3 presents in greater detail the seven basic methods of immediate phonetic correction: by auditory discrimination, articulatory and acoustical composition, intonation, rhythm, modification, combinatory phonetics, and sensory procedures. Two final chapters provide a brief conclusion and a 175-item bibliography. (MSE)

ED 329 140 FL 800 304

The New York City Adult Literacy Initiative. Final Report 1988-89.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Organizations; *Costs; Employment Potential; *English (Second Language); *Literacy Education; Postsecondary Education; Program Descriptions; *Program Design; Program Effectiveness; Public Libraries; *Student Characteristics
IDENTIFIERS- *New York (New York)

The New York City Adult Literacy Initiative is described and evaluated. The program served about 50,000 adult learners in program year 1988-89. The initiative includes programs of the City University of New York, the New York City Board of Education, community-based organizations under the direction of the Community Development Agency, and three public library systems. Most of the diverse student body is enrolled in basic education (BE) or English as a Second Language (ESL). The report contains the following: (1) a profile of the student population's gender, ethnic, and age distribution; (2) a brief description of the program's diversity and range; (3) BE and ESL student distributions by instructional level; (4) data on instructional and contact hours; (5) student employment patterns and literacy gains; (6) program costs; and (7) successes and challenges of 1988-89. A list of participating agencies, including addresses and contact persons, is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 156 HE 024 061

Sadker, David; Sadker, Myrna

The Intellectual Exchange: Excellence and Equity in College Teaching.

PUB DATE- 88

NOTE- 54p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Techniques; *College Instruction; *Discussion (Teaching Technique); *Educational Quality; Higher Education; Instructional Innovation; Interaction Process Analysis; *Questioning Techniques; Teacher Effectiveness; Teaching (Occupation); Teaching Methods

IDENTIFIERS- *Interactive Teaching

This report focuses on pedgagogical technique within the context of the rapid expansion and demographic changes in college and university enrollments and how, coupled with budgetary entrenchment, these forces have left institutions of higher education dedicated to providing quality education in a state of crisis. Teaching is seen to be the key factor responsible for student learning and satisfaction with college, and the use of a teaching method called the interactive classroom is suggested as an appropriate methodology for raising educational quality and satisfaction for both teachers and students. The pedagogical cycle of the interactive classroom, consisting of four stages, and the benefits derived from each are described and discussed. The first stage, the introduction, is outlined and includes an illustrative example of such a segment from a freshman history class. This is followed by a similar analysis of the second stage: the questioning process by the instructor to the students. Third, the student response stage of the interactive classroom is discussed. Finally, the instructor's response, or feedback, is examined. The paper concludes with recommendations for improving the quality and raising the importance of the teaching profession. (GLR)

ED 329 172 HE 024 284

Heyman, Steven R.

Issues in the Development of Undergraduate Courses on the Psychosocial Implications of AIDS.

PUB DATE- 13 Aug 90

NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 13, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; *Controversial Issues (Course Content); Health Personnel; Higher Education; Homosexuality; Religious Discrimination; *Social Psychology; Stress Management; Teacher Education; Undergraduate Study

This paper discusses the issues that should be addressed in an undergraduate course dealing with the psychosocial implications of AIDS (Acquired Immune Deficiency Syndrome). These issues are: (1) the medical aspects of HIV infection and transmission; (2) death and dying versus life and living; (3) homosexuality; (4) intravenous drug use; (5) issues involving AIDS and the Third World, minorities, women, and children; (6) the use of psychoneuroimmunology; (7) the stress and strain felt by health care, helping professionals, friends, and family and the support they need; and (8) the religious problems involving attitudes towards homosexuality, condom use, and the training of clergy in HIV-related issues. Other teaching requirements are listed, such as the need for adequate instructor education in AIDS and the issues surrounding AIDS, the need for the instructor to review a wide variety of texts on the subject, and an awareness of the use of audiovisuals and the copyright restrictions concerning their use. (GLR)

ED 329 187 HE 024 303

Levy, Michael H.
The Development of Air Force Undergraduate Space Training. LTTC Special Study.
Air Force Training Command, Lowry AFB, Colo.
PUB DATE- Jan 90
NOTE- 73p.; Photographs may not reproduce well in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Education; Aerospace Technology; *Curriculum Development; Higher Education; History; *Military Air Facilities; Military Science; *Military Training; *Program Development; *Space Sciences; Teaching Methods; Undergraduate Study
IDENTIFIERS- *Lowry Technical Training Center CO

This historical study traces the development of an undergraduate program at Lowry Technical Training Center (LTTC) situated in the Lowry Air Force Base, Colorado, to train Air Force officers and enlisted personnel for the space operations career field. The report begins in the 1950s when Air Force Systems Command examined the concept of a manned vehicle for military missions in space. In 1972, LTTC began a small training effort in space operations careers. In 1982, the Air Force Space Command was formed due to increased dependence on space systems for communications and national security. The Air Force subsequently introduced undergraduate space training at LTTC as part of an integrated approach in a program which involved general instruction with simulators by Air Training Command, specific systems training by the Air Force Space Command, and on-the-job training at the unit level. Efforts at revising the undergraduate space training curriculum are described, along with plans for the future. The report also includes reference notes accompanying each chapter, a chronology of important events in the program's development, a glossary, and a list of space operations organizations at Lowry AFB. (JDD)

ED 329 203 HE 024 334

Expanding Information and Outreach Efforts To Increase College Preparation: A Report to the Legislature and Governor in Response to Assembly Concurrent Resolution 133 (Chapter 72, Statutes of 1988). Report 90-18.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 90

NOTE- 35p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Aspiration; *Access to Education; *College Bound Students; Educational Policy; Elementary Secondary Education; Higher Education; *Information Dissemination; Knowledge Level; Lower Class Students; Low Income Groups; Middle Class Students; Needs Assessment; *Paying for College; *Policy Formation; State Programs; *Student Costs; Student Financial Aid; Student Motivation

IDENTIFIERS- *California

This report presents recommendations concerning alternative strategies for providing elementary and secondary students with information needed for preparing and paying for higher education as well as the possible use of financial incentives to increase pupil motivation. The report analyzes information about existing California programs that seek to provide students and their families with facts about financial preparation for college. It identifies issues that distinguish low-income from middle-income students in terms of barriers to their participation in higher education. The analysis indicates that existing efforts reach only about 3.5% of public school students between grades 7 and 12 and fail to integrate information about academic and financial preparation for college. Six options are described and three of them are recommended: first, promoting financial aid as an incentive for low-income students; second, improving public information about college costs; and third, disseminating funding information about academic and financial preparation for students and their families as early as possible. (DB)

ED 329 235 IR 014 881

Walker, Beverly J.; And Others
Telecommunications: Electronic Tools for Chicago School Reform.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 87p.; For the report summary, see ED 327 178.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Access to Information; Decentralization; Educational Resources; Educational Technology; Elementary Secondary Education; Interviews; Legislation; *Needs Assessment; Questionnaires; *School Community Relationship; *School Restructuring; Staff Development; Surveys; *Telecommunications; Urban Schools
IDENTIFIERS- *Chicago Public Schools; Local School Councils

This study examined the feasibility and advisability of using telecommunications in the Chicago Public School (CPS) system to support school reform that has been mandated by recent legislation. Survey research yielded information on the current status of staff development and Local School Council (LSC) training, and provided the basis for analyzing future needs in light of the reform directive--the decentralization of decision making in key areas to enable individual schools to address unique local needs and concerns--and determining how the use of telecommunications might address those needs. The report is divided into seven chapters: (1) Introduction to the Study; (2) Study Design and Methodology; (3) The Potential of Telecommunications for Schools; (4) Local School Councils and Parent/Community Outreach; (5) Staff Development in the Chicago Public Schools; (6) Present Telecommunication Resources in the Chicago Public Schools; and (7) Recommendations. It was concluded that telecommunications can and should be used to enhance and extend the quality and quantity of information and training available to parents and community residents serving on Local School Councils and to CPS teachers and administrators. The stated audience for this report is the CPS Board of Education, as well as administrators, teachers, and Local School Council members. (DB)

ED 329 251 IR 052 806

Ormondroyd, Joan

Making Real Changes: Course Integrated Instruction and Its Impact, A Case Study.

PUB DATE- 26 Sep 88

NOTE- 6p.; Paper presented at the Association of College and Research Libraries (ACRL) Western New York/Ontario Chapter Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other individual papers, see IR 052 807-813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Annotated Bibliographies; *Course Integrated Library Instruction; Higher Education; *Library Services; *Reference Services; Research Skills; Student Attitudes

Efforts have been made by the Cornell University Libraries (New York) reference staff to assist students with their library research for a popular undergraduate course in human sexuality. Librarians have found the course to be a serious problem for both their reference and stack collections as most students do not understand research strategy, tend to leave their assignment (a short research paper) until the last minute, and are nearly all looking for the same materials at the same time. In 1981, the second year the course was offered, a voluntary library session was offered. By 1985, approximately 10 mandatory library sessions were included. In 1987, the library was awarded a $10,000 grant which enabled the reference staff to focus on improving the library-course connection. The major changes were the assignment of a critical, annotated bibliography on the research topic rather than a short research paper, and an earlier due date for the assignment. Student reactions to the assignment were positive, grades for the class improved over previous semesters, and librarians reported few problems with student research. (MES)

ED 329 268 IR 053 459

Hopkinson, Alan

International Exchange Formats.

PUB DATE- 90

NOTE- 18p.; Paper presented at the International Symposium on Information Technology (Bangkok, Thailand, September 4-8, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bibliographic Databases; *Bibliographic Records; International Communication; *Machine Readable Cataloging; *Standards

IDENTIFIERS- Common Communication Format; MARC; UNESCO; UNISIST

This paper focuses on the establishment of three standard international formats for the exchange of bibliographic data--UNIMARC, CCF, and the UNISIST Reference Manual--and outlines their common and differing features. The development of the UNIMARC manual as the standard international MARC network exchange format is traced, and its salient features, linking techniques, and the UNIMARC companion authorities format are examined. It is noted that criticisms of UNIMARC include subject redundancy in the manual, an incompatibility between record cataloging formats, and its lack of implementation among specific user groups. The establishment of the Common Communication Format (CCF) by Unesco in response to UNIMARC's incompatibilities with other international formats is then documented, and its aim--to establish the exchange of records between both library and secondary service communities--is described. Noting that, in a similar context, automation in the secondary service communities required a standard set of data elements for the exchange of bibliographic data in machine-readable form, this report also describes the development of the UNISIST reference manual and its history and use, as well as CCF users and technical features. A discussion of the CCF in terms of its relationship with existing formats and as an exchange format for bibliographic data concludes the report. (24 references) (MAB)

ED 329 295 IR 053 497

Birchfield, Marilee
Casting a New Net: Searching Library Catalogs via the Internet.
PUB DATE- 8 Nov 90
NOTE- 6p.; Paper presented at the Illinois Library Association/College and Research Libraries Forum Fall Conference (Urbana, IL, November 8-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Computer Networks; Higher Education; Information Seeking; Library Instruction; *Library Networks; Library Services; *Online Catalogs; Outreach Programs; Researchers; Search Strategies; Technological Advancement; *Telecommunications; User Needs (Information)
IDENTIFIERS- Northwestern University IL

Noting that telecommunications technology is making it possible to search library catalogs around the nation and the world via a modem and a personal computer, this paper highlights some of the reasons why a researcher would wish to search library catalogs through the Internet, which is a network of networks with connections to nearly 1,000 regional, government, and campus networks. The paper also discusses some of the problems that may be encountered by researchers who wish to use Internet to retrieve information, and describes efforts being made in the Northwestern University Library's reference department to improve the existing documentation on Internet for its users. Outreach programs designed to increase faculty members' awareness and use of remote catalogs are also described. The paper concludes with a discussion of efforts being made on a national scale to extend the outreach of the Internet, which will promote the provision of information resources on existing networks and on proposed interconnected networks. (MAB)

ED 329 337 PS 019 413

Mills, Belen C.; And Others
Effects of Maternal Child-Rearing Practices on School Readiness and Achievement of Young Children.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; *Child Rearing; Economic Factors; Educational Attainment; *Elementary School Students; Employed Women; Family Income; Intelligence Quotient; *Kindergarten Children; Longitudinal Studies; Marital Status; *Mothers; Primary Education; *School Readiness; Social Influences

The purpose of the study was to identify maternal child rearing practices and socioeconomic factors that promote young children's school readiness and achievement. The subjects were 68 children enrolled in kindergarten through third grade at The Florida State University Developmental Research School and their mothers. The mothers completed the Child Rearing Practices Questionnaire (CRPQ). The children were given a school readiness test during entrance to kindergarten, an intelligence test at the end of the first grade, and grade-level achievement tests at the end of each school year. The mother's child rearing practices scores were analyzed with the child's intelligence quotient, school readiness, and achievement scores. Findings indicated that mothers' use of punishment as opposed to reason appeared to be related to the child's readiness for school, reading achievement, and basic skills achievement. Mothers' level of rules of behavior used appeared to have an important effect on the child's readiness for school. Finally, mothers' level of rewarding children appeared to be important in the child's reading achievement. (26 references) (RH)

ED 329 219 IR 014 858

Hargett, Jane H.

Developing an Information Handbook To Improve the Professional Orientation of Beginning Media Specialists.

PUB DATE- Mar 87

NOTE- 92p.; Educational Specialist Practicum Report, Nova University. Handwritten elements in the appendixes will not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Elementary Secondary Education; *Faculty Handbooks; Learning Resources Centers; Library Administration; *Library Services; *Media Specialists; *Orientation Materials; Policy; Questionnaires; *Staff Orientation; User Needs (Information)

A needs assessment of elementary and secondary school media specialists indicated that an information handbook would improve the professional orientation of beginning media specialists. Such an instructional handbook was developed by excerpting policies and procedures from two district policy books, and taking guidelines from standard works on library administration. The handbook was then presented to a target group of beginning media specialists during orientation sessions held at their schools. Feedback from the media specialists during the orientation, and evaluation of both the orientation session and the handbook at the close of the session, provided data on the benefits of the new handbook. The results indicated that both the "Library Media Services Information Handbook" and the orientation session improved the understanding of policies and procedures for beginning media specialists. Raw data and questionnaires are appended. (16 references) (DB)

ED 329 309 JC 910 134

Nebraska Community College Areas Biennium Budget Request, FY 1991-93. Description and Rationale.

Nebraska Technical Community Coll. Association, Lincoln.

PUB DATE- Jan 91
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; *Budgets; *College Planning; College School Cooperation; *Community Colleges; Community Development; Educational Facilities Improvement; *Educational Finance; Educational Legislation; Enrollment Trends; Financial Problems; Needs Assessment; Program Development; Program Improvement; School Business Relationship; State Aid; Tables (Data); Teacher Salaries; Telecommunications; Two Year Colleges
IDENTIFIERS- *Nebraska

The six Nebraska Community College Areas are requesting a combined $7.1 million increase in State General Funds for continuation and new/expanded programs for the first year of the fiscal year (FY) 1991-93 biennium, and a $7.9 million increase for the second year. This represents a 46.68% increase in General Funds and a 19.62% increase in the total community college system budget for the biennium. Following an executive summary; a request summary by object, classification, and revenue; and an overview of major community college issues affecting state-aid funding for FY 1991-93, this budget request outlines areas of financial need in the Nebraska community colleges for FY 1991-93. These include: (1) continuing to make faculty and staff salaries and benefits more competitive; (2) funding educational telecommunications; (3) upgrading applied technology faculty and equipment; and (4) implementing new programs necessary for community, regional, and state economic development, including community college/high school cooperation, hazardous material handling, and customized training. Additional funding issues discussed in the report include the property tax lid, college efficiency, the colleges' funding formula, and increased tuition charges. Detailed appendixes provide budget comparison data, revenue comparison data, enrollment data, program site data, a budget process timeline, and a community college legislative history from 1979 to 1990. (JMC)

ED 329 353 PS 019 459

Circle of Childhood.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE- 88
NOTE- 178p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Child Development; *Early Childhood Education; Educational Equipment; *Educational Objectives; *Educational Planning; *Family School Relationship; Instructional Materials; *Learning Activities; Learning Centers (Classroom); State Curriculum Guides; Student Evaluation
IDENTIFIERS- *North Carolina

This curriculum handbook presents North Carolina's early childhood education program. Section I provides a holistic overview of young children's growth and development. Section II discusses key environments which affect children's learning. These include the home, school, and community. Various adult roles in the fostering of healthy developmental growth are identified, and cooperative relationships between home and school are highlighted. Section III describes the curriculum in terms of goals and activities. Facilitative strategies are contrasted with inappropriate strategies and examples from observation. Section IV focuses on planning in the child development center, and highlights the necessity of planning around observed interests and needs of children. Section V concerns the assessment of children, teachers, environments, materials, and the home-school partnership. Section VI provides a bibliography of 73 resources for adult learning and a list of 6 related programs. (RH)

for Hispanics. (KS)

ED 329 398 RC 018 010

Vaughn, Marianne; And Others

Guidelines for Selecting Staff Development Providers: A Resource Book for Rural Educators.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 124p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Consultants; *Consultation Programs; Elementary Secondary Education; *Inservice Education; Program Descriptions; *Rural Schools; *Staff Development

IDENTIFIERS- United States (Southwest)

Based on planning, training, and technical assistance experiences of services providers involved in the Southwest Educational Development Laboratory's (SEDL) Rural, Small Schools Initiative, this guide provides rural school administrators with a resource in identifying, selecting, and negotiating with staff development providers. The resource book includes: (1) a brief overview of the process of school improvement and systematic staff development; (2) practical guidelines for selecting staff development providers; (3) a directory that lists and describes organizations that provide rural and small schools either qualified external consultants for staff development or information that may be helpful in planning staff development; and (4) promising programs of staff development in rural schools in the Southwestern region, including contact persons and addresses for the programs. A bibliography of recommended supplementary readings on systematic staff development is also included. (Author/KS)

ED 329 427 SE 051 787

Hands-On Science Workshop "Controlling Variables."
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; *Databases; *Elementary School Science; Elementary Secondary Education; *Inservice Teacher Education; Kindergarten; Physics; Post Secondary Education; Preschool Education; *Science Activities; Science Education; Scientific Principles; *Secondary School Science; Thinking Skills; Workshops
IDENTIFIERS- *AppleWorks

In this document, a description is given of a one activity inservice session intended for teachers kindergarten through grade six. The objective of this activity is to identify the launch angle of a catapult as the variable controlling the distance a projectile will travel. The activity conducted by participants of this workshop deals with the process of science, and is carried out by the participants exactly as their students would be expected to conduct it. Emphasized in the workshop are cooperative learning techniques, data gathering, data pooling, and other processes used in the field by practicing scientists as they attempt to learn something about previously unknown or little understood phenomena. The activity also includes a computer component. The activity includes: the science concept; objective; grade levels; time requirements; partial list of variables; science, math, and computer skills; vocabulary; materials; procedures; and curriculum extensions. (KR)

ED 329 479 SO 021 168

Parker, Franklin

U.S. Teacher Education Events and Trends 1990.

PUB DATE- 7 Jan 91

NOTE- 12p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Current Events; Educational Trends; Elementary Secondary Education; Higher Education; Professional Development; *Teacher Education; Teacher Strikes; *Teaching (Occupation)

The major events and trends in U.S. teacher education which occurred during 1990 are summarized. The following topics are discussed: National Council for Accreditation of Teacher Education (NCATE); Holmes Group; Goodlad Teacher Education Study; Alternative Routes to Teaching; Regional Teacher Certification; Massachusetts' Fifth Year; National Board for Professional Teaching Standards (NBPTS); Teachers' Strikes; California Opposes Teachers' Strikes; and Teacher Education Trends. (DB)

ED 329 092 EC 300 088

Stuckless, E. Ross, Ed.; And Others

International Congress on Education of the Deaf. Proceedings I: Abstracts of Presentations (17th, Rochester, New York, July 29-August 3, 1990).

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 90

NOTE- 164p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adults; Audiology; *Communication Aids (for Disabled); Communication Skills; Continuing Education; *Deafness; Delivery Systems; Early Intervention; Educational Policy; *Educational Practices; Elementary Secondary Education; Employment; *Hearing Impairments; Higher Education; *Language Acquisition; Mainstreaming; Mental Health; Multiple Disabilities; Physical Health; Postsecondary Education; Preschool Education; School Administration; Social Development; Social Integration; Teaching Methods; Vocational Education

Abstracts from presentations given at the 1990 International Congress on Education of the Deaf are organized by 12 major topics: development of language skills; communication; instruction; cognition and learning; educational policies and services; organization and administration of schools and programs; students with special needs; psychosocial development and physical/mental health; education and work; college and continuing education; audiological and medical aspects of deafness; and deaf adults in society. Within each topic, the abstracts are organized alphabetically by last name of the presenter or first author. Two appendices provide an index of authors, co-authors, and panelists and a list of presenters and chairpersons. (JDD)

ED 329 283 IR 053 478

IFLA General Conference, 1990. Division of Special Libraries: Section of Administrative Libraries; Section of Social Science Libraries; Section of Science and Technology Libraries; Section of Biological and Medical Sciences Libraries; Section of Art Libraries. Booklet 2.

International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 90
NOTE- 199p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 2 contains 12 papers. In addition, the document contains an English translation of the French paper, and 11 other presentations.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Government; Fine Arts; Foreign Countries; *Government Libraries; Hypermedia; Information Management; Information Storage; International Organizations; *Library Administration; Library Personnel; Library Role; *Medical Libraries; *National Libraries; Online Catalogs; Preservation; *Research Libraries; *Special Libraries
IDENTIFIERS- Building Security; Document Delivery Systems; Information Skills

The 23 papers in this collection were presented at 5 sections of the Division of Special Libraries: (1) "Principles of Government Librarianship" (Hans H. van der Neut); (2) "Strategic Planning as an Instrument of Improving Library Quality" (Maurice B. Line); (3) "Library Staff Development Consultancy: A Means to Achieve a Better Library?" (Christopher J. Hunt); (4) "Why User Education and How Can Information Technology Help?" (Nancy Fjallbrant); (5) "La Maitrise Strategique de l'Information Composante Essentielle de la Formation des Ingenieurs" The Strategic Management of Information: An Essential Element in the Training of Engineers (Jean Michel); (6) "Information Skills across the Curriculum" (Ann Irving); (7) "Development of Hospital Libraries in Sweden" (Lena Sewall); (8) "Automation at Landspitalinn Medical Library" (Solveig Thorsteinsdottir); (9) "Success Factors in Transforming a Traditional Medical Library into an Information Center for the Future" (Elisabeth Buntz); (10) "The Iceberg of Crumbling Books: Conservation and Related Activities in Norway" (Rolf Dahlo); (11) "International Standardization of Requirements to Permanent Paper: A Status Report, April 1990" (Ivar A. L. Hoel); (12) "The Restoration of Posters from 1940-1945 in the Royal Library" (Wijnand Goossens and Jacobus van de Watering); (13) "Government Libraries in Sweden--A Survey of Information Services" (Eva B. Bjorck); (14) "On the Problem of Library Collections Requiring Constant Amendment and Updating, as Exemplified by Patent Specifications..." (Gerhard Kruse); (15) "The Information and Library Environment and the Productivity of Research" (Michael Koenig); (16) "The Online Document Ordering Network for Libraries in the Federal Republic of Germany" (Ekkehart Seusing); (17) "Document Delivery in the Pacific" (Esther W. Williams); (18) "An Agreement between the Libraries of European Business Schools for the Exchange of Documents" (Louis d'Arras d'Haudrecy); (19) "ABI/Inform Full Text" (Susan Orchard); (20) "Digital Mapping on CD-ROM" (Peter G. Ochman); (21) "Map Catalogue and Graphic Interface from the PC Version of the Swedish National Atlas" (Goran Baarnhielm and Wolter Arnberg); (22) "Documentation and Interactive Cartographic Systems" (Hans Van De Waal); and (23) "HyperCard: Information Storage and Retrieval in a Map Library" (C. K. Chu). (MAB)

ED 329 322 JC 910 163

Kirkland, Travis P.

A Grounded Theory of Community College Presidential Succession.

PUB DATE- 6 Apr 91

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Change; *Administrator Characteristics; *Administrator Effectiveness; *Administrator Selection; Case Studies; College Presidents; Community Colleges; Governing Boards; Institutional Administration; Interviews; Models; Organizational Development; Organizational Objectives; Two Year Colleges

The rate of turnover among community college chief executive officers (CEO's) is high, but the effects of administrator succession on organizational effectiveness has received little scholarly attention. To address this, a theory of community college CEO succession was derived from an analysis of case study data gathered at four locally governed public community colleges and from a literature review of leader succession studies conducted in other professions. The four college case studies involved CEO turnover from two routine retirements, one encouraged retirement, and one departure to accept another CEO position. The study utilized institutional histories, board/council records, and semi-structured interviews with presidents and other knowledgeable persons at the four colleges. Study findings indicated that: (1) CEO successions in public community colleges are followed within 2 years by changes in the administrative structure and in the membership of the college's administrative council; (2) governing boards will often seek and select successors who they think epitomize the institution and can represent it well to interested constituencies; (3) governing boards often use opportunities presented by presidential retirements to redirect the institution and compensate for perceived leadership deficits; (4) governing boards intuitively or consciously accept a "visible," extroverted administrative style as necessary for institutional change; (5) governing boards select successors who are different from their predecessors; and (6) governing boards seeking changes in direction will seek an outside successor. A literature review and a 33-item bibliography are included. (GFW)

ED 329 368 PS 019 493

Murphy, Michael B.; And Others

Pupils as Partners: Site-Based Management in Elementary Classrooms.

PUB DATE- 16 Mar 91

NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (46th, San Francisco, CA, March 16, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Cooperation; Discipline; Elementary Education; Elementary School Curriculum; *Elementary School Students; *Elementary School Teachers; Program Evaluation; Program Implementation; Student Evaluation; *Student Improvement; Student Participation; Student Role; Teacher Role; *Teamwork

This paper describes a shared leadership, quality improvement team approach to classroom management in elementary school classrooms that is similar to the quality and school improvement approaches which are increasingly available to school personnel and community leaders. Contents outline a model approach to cooperative classroom management among teachers and students. Issues regarding implementation are discussed, and some outcomes of research are briefly reviewed. Benefits to classrooms implementing the model include increased student motivation and participation in class activities, increased student ability to solve typical interpersonal problems, improved student work habits, and increased student cooperation. The Classroom Cooperation Circle involves the training of students and brief class meetings held daily. In spite of the time investment required for these activities, the Cooperation Circle has been found to buy back time formerly spent disciplining children and enforcing a host of teacher-made rules and decisions. (RH)

ED 329 384 RC 017 915

Phelps, Margaret S.; And Others

Middle Grade Students of Iris County: A Descriptive Study from Southern Appalachia.

PUB DATE- 7 Nov 90

NOTE- 22p.; Paper presented at the Annual Conference on Appalachia (5th, Lexington, KY, November 2-3, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Failure; *Family Characteristics; Grade 6; Grade 7; Grade 8; High Risk Students; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Influence; Poverty; Rural Schools; *Rural Youth; *Socioeconomic Status; *Student Characteristics

IDENTIFIERS- Appalachia; *Tennessee

Sixth, seventh, and eighth grade students (N=301) from a rural county in Tennessee (Iris County is a pseudonym) completed a Rural School Success Inventory (RSSI) and the Learning Styles Inventory (LSI). The study explored differences between low Socioeconomic Status (SES) students and middle/high SES students. The RSSI provided information about numerous student and family characteristics including educational levels of parents, employment characteristics of parents, family activities, family economics, physical characteristics of homes, substance abuse, previous school experiences, school success, educational aspirations, friendships, personal aspirations, and religious practices. Cumulative frequencies and percentages were grouped by SES as determined by free and reduced lunch status. A chi-square comparison was made on each item of the RSSI. There were no differences between the learning styles of the poor SES and middle/high SES students. Some conclusions of the study were: (1) poor students have parents with less education, blue collar jobs, less financial security, and lower levels of concern about school performance; (2) their older siblings are often school dropouts; (3) the family functions less as a unit in leisure activities and is less active in religious activities; and (4) poor students make lower grades and are more likely to be retained in grade. Before intervention strategies are addressed, further research is needed to determine which of those differences are directly related to achievement and school success and which have few or no educational implications. (KS)

ED 329 412 RC 018 028

Theobald, Paul; Theobald, Jan

Critical Pedagogy for Rural Teachers?

PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Book Reviews; *Critical Theory; Critical Thinking; *Democratic Values; Educational Philosophy; Elementary Secondary Education; *Role of Education; *Rural Education; *Teacher Behavior; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Empowerment

Three books represent the recent work of leading U.S. proponents of critical approaches to pedagogy: "Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education," by Peter McLaren; "Freire for the Classroom: A Sourcebook for Liberatory Teaching," edited by Ira Shor; and "Teachers as Intellectuals: Toward a Critical Pedagogy of Learning," by Henry A. Giroux. References to critical pedagogy imply at least four significant ideas: (1) fostering student initiative and creativity through nonauthoritarian dialogue between student and teacher; (2) promoting democracy by engaging students in the struggle for a society that lives up to its democratic ideals; (3) empowering students with the obligation to critique American society; and (4) having faith in the average intellect. Shor's book is a collection of essays written by international educators who have put into practice the pedagogy of Paulo Freire, the Brazilian educator who empowered his students to lead successful voting rights movements. While intriguing, much of the book does not speak to the world of American public school teachers. McLaren's book details the ideological position of critical teachers, and contends that an increasingly undemocratic social order is supported by the schooling experience. Giroux's collection of essays portrays the role of teacher as "transformative intellectual" who educates with a bias toward freedom, justice, and equality. If there is merit in critical theory for rural educators, it is in the idea that rural students need to engage in dialogue about the powerful social forces that are shaping their lives and their futures. (SV)

Crews, Kimberly A.

Population Education Interchange. Volume 17, Numbers 1-4, 1988.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- 88

NOTE- 18p.; Printed on colored stock. For volume 16, see SO 020 357. Items referenced but not included with the document are available from the Population Reference Bureau.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; *Demography; Elementary Secondary Education; Instructional Materials; *Overpopulation; *Population Education; Population Growth; *Population Trends; Social Studies

The four issues of this volume are each concerned with a specific topic in population studies. Issue number 1 , "Demographic Illiteracy," indicates that U.S. students are not aware of world population growth patterns. The information is taken from the Second International Science Study, 1983. An annotated list of 16 population studies resources is included. Issue number 2, "The Changing Face of America," is designed to accompany the student chartbook teaching module, "U.S. Population: Charting the Change," and contains review and reference questions for that material and an annotated bibliography of nine related resource materials. Issue number 3, "Teachers Guide to 'Facts in Focus,'" is an explanation of the teaching module, "World Population: Facts in Focus," and consists of a one-page teacher's guide for that publication and an additional one-page worksheet, "Where in the World?" An annotated list of six resources is also given. Issue number 4, "What Is Overpopulation?" defines overpopulation and discusses carrying capacity and overpopulation measurements. An annotated list of three related resources is included. This is the final issue of "Population Education Interchange" and a short history of the publication is given. (PPB)

ED 329 459 SO 021 126

Angry, Raymond

Enhancing Ethnic Relations through Teaching Multicultural Education in the Secondary Schools.

PUB DATE- 90

NOTE- 71p.; Ed.D. Practicum, Nova University. Contains sporadic thin type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Communication Skills; Cooperative Learning; *Cross Cultural Training; Cultural Differences; Ethnic Groups; *Ethnic Relations; Foreign Culture; Intermediate Grades; Junior High Schools; *Multicultural Education; Student Behavior; Student Development; Student Educational Objectives; Writing Assignments

Enhancing ethnic relations among students of diverse ethnic backgrounds was the aim of this practicum. A specific goal was to aid students in developing positive communication skills needed to enable them to work in collaborative learning groups without feelings of ethnic inferiority or ethnic superiority. Students were taught the vocabulary necessary for learning about other ethnic groups. They identified the countries of their peers' heritages, and each student wrote essays about two of them. They were provided with 12 weeks of lessons, activities, and projects that were designed to increase their knowledge and build positive communication skills, thereby enhancing ethnic relations among them. Outcomes of the practicum were very positive. All five objectives were achieved and surpassed in most areas. There were additional successes, such as students sharing the knowledge gained about other ethnic groups with their peers, parents, and teachers. The data from this practicum indicated the following: (1) students increased vocabularies from learning about other cultures; (2) students were able to name the countries of origin of their peers; (3) students improved their communication skills; and (4) students played, worked, and related more positively with their peers. A number of tables appear throughout this report. Six appendices are included, as is a 21-item list of references. (Author/DB)

ED 329 496 SO 030 250

Patrick, John J.
Teaching "The Federalist Papers" in Secondary Schools.
SPONS. AGENCY- Boston Univ., MA. National Center for America's Founding Documents.
PUB DATE- 17 Sep 90
NOTE- 20p.; Paper presented at a Symposium on "The Federalist Papers: Their Contemporary Significance" (Cambridge, MA, September 17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Constitutional History; Curriculum Development; Debate; Democracy; Democratic Values; High Schools; *History Instruction; Learning Strategies; Political Science; *Secondary School Curriculum; Teaching Methods; United States Government (Course); *United States History
IDENTIFIERS- *Federalist Papers; *United States Constitution

Although the collection of papers known as "The Federalist" (first published in 1788) has offered enduring wisdom to lawyers, judges, politicians, and scholars about principles and issues of constitutional government, this classic work has not occupied a prominent place in high school history and government courses. "The Federalist" deserves to occupy a prominent place and it should serve as an anchor for citizenship education. High school textbooks and curricula have treated "The Federalist" quite shabbily out of a belief that the document was too old, too removed from modern political realities, and too difficult to meet the interests and needs of modern students. Yet "The Federalist" can present teachers and students with insightful and provocative responses to the paradoxical problems of constitutional democracy--perennial problems that must be addressed by every generation of citizens. Three strategies for teaching and learning "The Federalist" are proposed and discussed: (1) document-based teaching and learning; (2) issues-based teaching and learning; and (3) course-wide infusion of core ideas. By challenging high school students to analyze and appraise ideas and issues in "The Federalist," secondary school teachers can contribute significantly to perpetuation of civic learning for ordered liberty in a civil society. (DB)

ED 329 513 SP 032 698

AIDS...Our Problem, Too: A K-12 Education Program.
Arizona State Dept. of Education, Phoenix.; Arizona State Dept. of Health Services, Phoenix.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 88
NOTE- 151p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Class Activities; Communicable Diseases; Curriculum Development; Disease Control; Elementary Secondary Education; *Health Education; Higher Education; *Resource Materials; Sex Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Arizona

This publication contains recommended guidelines for developing an AIDS curriculum that will meet the needs of Arizona school districts and recognize local sensitivities. It is emphasized that parental involvement and community support are the key elements for successful AIDS education. These guidelines suggest appropriate background materials that are flexible and adaptable to each community's needs and interests. Suggestions are made for developing an AIDS curriculum. Three AIDS education programs are outlined for three different grade levels: K-3, 4-5, and 6-12. Class activities are suggested, and transparencies and handouts are provided. A resource list of health agencies, books, pamphlets, and other education aids is included, and information and guidelines are presented on disease transmission prevention for school personnel. (JD)

ED 329 125 FL 019 099

Aghbar, Ali-Asghar

Fixed Expressions in Written Texts: Implications for Assessing Writing Sophistication.

PUB DATE- Oct 90
NOTE- 9p.; Paper presented at a Meeting of the English Association of Pennsylvania State System Universities (October 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; English (Second Language); Evaluation Criteria; Higher Education; *Idioms; *Language Patterns; *Language Proficiency; *Language Tests; *Proverbs; Second Language Instruction; Test Construction; *Writing Evaluation

A writing test was developed with validation based on the assumption that the use of formulaic language is an important aspect of language proficiency and should be considered in assessing native and non-native English proficiency. Formulaic language is defined as language chunks learned and used together (e.g., "false sense of security"), including idioms, proverbs, common sayings, collocations, and short-set and long-set expressions. The test consisted of 50 sentences, each containing one formulaic verb-and-noun expression. In each expression, the verb was missing, and examinees were required to supply the verb most likely to be used in a formal written context. Participants included 27 university teachers of English, 44 American sophomore and junior university students, and 97 entering university students of advanced English as a Second Language (ESL). As expected, faculty provided the most appropriate responses and did so the most frequently. The American students provided common responses but showed less familiarity with the more formal combinations, and ESL students provided the least common and least appropriate responses. It was concluded that a test with rarer and more formal items from written discourse is likely to show greater difference among native speakers. Full response tabulations from the five test items are presented. (MSE)

ED 329 141 HE 022 202

How To Survive Freshman Year: Tips from College Students Who've Been There.

Loyola Univ., Chicago, Ill.

PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Advising; *Adjustment (to Environment); *College Environment; *College Freshmen; Commuting Students; Dormitories; Extracurricular Activities; Group Experience; Higher Education; Money Management; On Campus Students; Residential Colleges; Safety; *Student Adjustment

This booklet provides advice, collected from the experiences of students who have completed their freshman year, on how to prepare for and complete the first year of college. The booklet begins with suggestions on the types of things that the new student should consider packing, such as items for the dorm room, various school supplies, personal-care items, and other things that will make living in a dormitory away from home easier and more enjoyable. Next, numerous tips are given on commuting to school, handling roommates, doing laundry, and ideas on how to begin fitting into campus life. Finally, advice is provided on the types of resources available when help is needed, as well as tips on safety, managing money, getting started in extracurricular activities, and understanding the academic side of the new environment. (GLR)

ED 329 173 HE 024 285

Gilson, Joan T.

Student Development: The Prevailing Theories and Their Relevance to Today's Students.

PUB DATE- Dec 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *College Students; *Developmental Psychology; Ethnic Groups; Higher Education; Literature Reviews; Minority Groups; Research; *Research Needs; Student Characteristics; *Student Development; Student Needs; Student Subcultures; *Theories

This paper examines the research and theories that describe the emotional and intellectual development of women and minorities, and relates them to student development today especially in light of the increasing numbers of students from various minority groups. Major theorists of student development, those who focus on either cognitive or psychosocial areas of development, are discussed. It is explained that cognitive theorists examine the ways in which human beings grow to understand the significance of life experiences while psychosocial theorists are concerned with changes and growth in emotions, actions, and thought that culminate in the creation of identity. Examination of the current literature reveals little student development research and theory being applied to other groups besides white males, aged 18 to 22 years. The paper argues that as the student population on campus changes, in order to properly understand and meet their needs, it will be necessary to develop more appropriate theories and research on student development. Contains 12 references. (GLR)

ED 329 296 JC 900 024

Paoni, Frank

Teaching Excellence: A View of the Classroom.

PUB DATE- May 89

NOTE- 25p.; Materials distributed at the Annual International Conference on Teaching Excellence (11th, Austin, TX, May 22-23, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; *Educational Quality; Instructional Innovation; *Teacher Characteristics; *Teacher Effectiveness; Teacher Improvement; Teacher Workshops; *Teaching Methods; Two Year Colleges

Developed for distribution at a workshop on teaching excellence, this collection of materials offers various perspectives on the characteristics and instructional methods of effective teachers. The collection includes: (1) brief summaries of five videotapes illustrating the use of examples, role playing, simulation, humorous lectures, and dramatization as instructional techniques; (2) comments on the art of teaching and the difference that the "great teacher" can make to his/her students; (3) a summary of research findings on what effective teachers do that makes them effective; (4) list of the characteristics of outstanding teachers and poor teachers; (5) a description of the ideal teacher from the parents' perspective; (6) highlighted findings of a study of the competencies of effective teachers and mentors in adult education programs; (7) guidelines for the effective use of examples and illustrations in the classroom; (8) a paper that attempts to define "teaching" in terms of the decisions made throughout the teaching/learning process; and (9) a paper that classifies teaching strategies in terms of their physical activity, cognitive, and affective dimensions. (JMC)

ED 329 480 SO 021 169

Parker, Franklin
Education Events Summary 1990: U.S./World.
PUB DATE- 10 Jan 91
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Current Events; *Educational Assessment; Educational Change; Educational History; Educational Policy; Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; International Education; Summative Evaluation; Teacher Education; Teaching (Occupation)
IDENTIFIERS- National Education Goals 1990

A summary of some of the major events in education that occurred in 1990 in the United States, France, the Soviet Union, Eastern Europe, and China, is presented. The events discussed fall into the following categories: teachers and teacher education; U.S. Department of Education; school restructuring, choice, and vouchers; higher education; international education; and retrospective impressions of U.S. education events, 1910-80s. (DB)

ED 329 108 FL 019 068

Wieczorek, Joseph A.
The Significance of Written Accent Marks for L2 Spanish Learners.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; *Diacritical Marking; High Schools; High School Students; Interlanguage; *Pronunciation; Second Language Learning; *Spanish; Stress (Phonology); Writing (Composition); *Written Language

This study explores the belief that if students of Spanish do not write a word correctly, they can not pronounce it correctly. Particular attention focuses on the interrelation between using accent marks in orthography and pronunciation. It is demonstrated that: (1) accent marks may not always be relevant for second-language (L2) speakers, indicating a difference in parameter setting between L2 and the target language, and (2) L2 learners may pronounce Spanish words according to the target language norm without correct use of the accent mark. The data were solicited from high school student Spanish compositions. As students turn in their compositions, the researcher asked them to pronounce those words that lacked either a written accent mark or contained one where it should not occur. In about 90% of the cases, students who did not write an accent mark according to the norm could pronounce the word with proper stress. Asking students to pronounce words they write may allow instructors to analyze the interlanguage writing system of students instead of relying on error analysis in the classroom. The use and presentation of accent marks in standard methodologies and current textbooks for beginning and intermediate students are compared to the results of the study. (VWL)

ED 329 157 HE 024 249

Attinasi, Louis C., Jr.
Phenomenological Interviewing in the Conduct of Institutional Research: An Argument and an Illustration. No. 38.
Association for Institutional Research.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Case Studies; College Students; *Data Interpretation; *Evaluation Methods; Higher Education; *Institutional Research; Interviews; *Qualitative Research; *Research Methodology; Statistical Analysis; *Student Attitudes; Student Behavior
IDENTIFIERS- *Phenomenography

This article describes a qualitative research approach (in-depth phenomenological interviewing) and illustrates, through the example of an actual study, its potential for helping institutions of higher education understand their students. It argues that progress in understanding college student outcomes, such as persistence, has been retarded by the failure to take into consideration the meanings the phenomenon of going to college holds for students. The limitations of quantitative approaches to institutional research are addressed first, as well as the need to examine the process of interpreting the data, i.e., approaching the study through the eyes of the students, not the researcher. Next, a general overview of the approach is described including the purpose behind phenomenological interviewing and its methodology. Finally, an illustration is provided of the phenomenological interview approach in action that involved a study of Mexican-American university students' perceptions of going to college. Included in the study's description are the data collection and analysis procedures, the research perspective used, the interpretation of the data's meanings, and the researcher's theoretical interpretations. A summary and conclusion are presented. Contains 41 references. (GLR)

ED 329 188 HE 024 304

Touchton, Judith G.; Davis, Lynne
Fact Book on Women in Higher Education.
PUB DATE- 91
NOTE- 289p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Students; *Degrees (Academic); Demography; Economic Factors; *Enrollment; *Females; *Higher Education; High Schools; Minority Groups; *Population Trends; Student Financial Aid; Transitional Programs; Trend Analysis; Trustees; Women Administrators; *Women Faculty; Womens Education

This compendium of information extracted from many sources covers both minority and majority women in higher education in all of their academic roles: faculty, students, administrators, staff, and trustees. Data are presented in narrative form in a section titled "Highlights and Trends." This section features major findings from each of seven topical sections: demographic and economic trends significant to higher education; the transition from high school to college; enrollment; earned degrees; faculty; administrators, trustees, and staff; and student financial aid. Then, for each of these seven sections, data are presented in chart or graph form, combined with observations in narrative form. The final section contains a discussion of data issues, a list of major data sources, a 41-item bibliography, and source tables on which information in the charts and graphs is based. (Approximately 40 references) (JDD)

ED 329 204 HE 024 335

Planning for a New Faculty: Issues for the Twenty-First Century. Report 90-20.

California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; *College Faculty; *Demand Occupations; Doctoral Degrees; Educational Demand; Educational Economics; *Faculty Recruitment; *Graduate Study; Higher Education; Intervention; Long Range Planning; Needs Assessment; Salaries; *Teacher Supply and Demand
IDENTIFIERS- *California

This report focuses on issues relating to replenishing California's college faculty and increasing the number of faculty due to increasing student enrollment. The report provides recommendations for both higher education institutions and the State on 12 policy options that hold promise for increasing the supply of individuals with doctoral degrees and mitigating potential faculty shortages. Nine of the 12 options are "supply-side" interventions, such as increasing baccalaureate production and the share of California baccalaureate recipients entering graduate schools and accelerating efforts to diversify the faculty to include more individuals from historically underrepresented backgrounds. The remaining three options are "demand-side" interventions related to faculty compensation and working conditions. Other parts of the report discuss the growing demand for individuals with doctorates in non-academic and academic job sectors, the projected supply of new faculty nationally and in California, and the need to diversify faculty and progress toward this goal at the national level and in California. Nineteen graphical displays present data used in the analysis. Includes 11 references. (DB)

ED 329 220 IR 014 859

McArthur, David

Developing Computer Tools To Support Performing and Learning Complex Cognitive Skills. A RAND Note.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jul 89

NOTE- 22p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Algebra; *Computer Assisted Instruction; *Computer Software; High Schools; Learning Processes; Microcomputers; *Problem Solving; Student Motivation; Teaching Methods; *Thinking Skills

The main aim of this paper is to demonstrate that new and highly effective computer-based learning tools can be designed by adhering to a simple principle: Good learning tools conform to and support the processes and structures that comprise learning. The paper first discusses the processes involved in learning cognitive skills, then describes several software tools that support and facilitate these skills. The examples discussed are drawn from learning problem-solving skills in high school algebra, and learning how to play the strategic board game of Go. Although some of the tools described embed considerable complex intelligence, many are relatively simple to implement and are easily within the current state of the art of computer hardware and software. (16 references) (Author)

ED 329 236 IR 014 882

Stern, Janet

La Television educative dans les ecoles de langue francaise de l'Ontario: Enquette aupres des enseignants et des enseignantes, 1989-1990. Document de travail 90-9 (Educational Television in French-Language Schools in Ontario: Teacher Survey, 1989-1990. Working Paper 90-9).

Optima, Inc.; TV Ontario, Toronto.

PUB DATE- Sep 90

NOTE- 81p.; Working Papers of Planning and Development Research, TVOntario. Developed in conjunction with Optima, Inc. For a report on English-language schools, see IR 014 863.

LANGUAGE- French

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Broadcast Television; *Educational Television; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; French Canadians; Microcomputers; *Programing (Broadcast); Questionnaires; Secondary School Teachers; Surveys; *Use Studies; Videotape Recordings

IDENTIFIERS- *French Language Schools; Ontario

This report presents the results of a survey of both elementary and secondary level teachers in French-language schools in Ontario which was conducted to determine the usage of educational television in these schools. The 630 responses to the questionnaire yielded information on: (1) educational television usage, both live broadcast and videotaped recordings; (2) the availability of electronic equipment such as television sets and videotape recorders; (3) regional use of live television; (4) access to videocassettes produced or distributed by La Chaine; (5) sources of videocassettes other than those of La Chaine; (6) the primary function of educational television; (7) the relevancy of La Chaine broadcasts; (8) teacher planning processes; (9) teacher training needs; and (10) computer usage. It was concluded that educational television in general--and La Chaine in particular--are used widely and with great success because of the quality of the programs and the efficiency of the medium as an instructional tool in schools. Appendices include a copy of the questionnaire sent to teachers; a discussion of decisions made based on responses to the questionnaires; breakdowns of responses by gender, region, and elementary/secondary level; and a list of television series used at the elementary level together with the percentage of respondents who used the particular series. A summary of the findings in English is included. (DB)

ED 329 252 IR 052 807

Paster, Amy L.
Dual Function Positions: A View from the Trenches.
PUB DATE- 26 Sep 88
NOTE- 6p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this workshop, see IR 052 806-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Cataloging; Higher Education; *Librarians; Library Automation; *Occupational Information; Personnel Evaluation; Reference Services
IDENTIFIERS- *Dual Function Librarians

Following an overview of the Pennsylvania State University Libraries, this paper discusses the role of dual function librarians. The duties and responsibilities of a RISD (Reference and Instructional Services Division) cataloger are listed, and problems of terminology, evaluation, divided loyalties, and inflated expectations are addressed. Positive results of this type of job integration are also noted, including increased communication and understanding between divisions, the feasibility of undertaking projects that require an in-depth knowledge of both divisions, and added insights for the cataloger into how users approach the catalog. It is concluded that, with proper support and planning, this position has the potential of being very beneficial to both the library and the librarian. (7 references) (MES)

ED 329 269 IR 053 460

Clarke, Christine

International Exchange for Educators and Librarians in Higher Education. Resource Guide.

PUB DATE- 89

NOTE- 42p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Clearinghouses; Database Producers; *Exchange Programs; Federal Government; Foreign Countries; Government Publications; Higher Education; *Information Services; *Information Sources; *International Educational Exchange; International Organizations; *Librarians; Resource Materials

IDENTIFIERS- *International Librarianship

This guide will help librarians and educators in U.S. colleges and universities to develop an overview of the topic of international exchange, target those U.S. and international government organizations that have relevant information on exchange programs, and use the information tools as a gateway to more detailed research. It is assumed that the user of this guide has access to government documents in a Federal Depository Library, and can access United Nations documents through mail or interlibrary loan. The information sources throughout the guide fall into two broad content areas: (1) sources specifically covering exchange programs; and (2) sources providing information about foreign countries, usually divided between those in the developed world and those in the developing world. Descriptive citations (including telephone numbers and addresses) accompany listings of federal agencies sponsoring international exchange programs; U.S. government sources for funding information; international, non-governmental, and intergovernmental organizations and their publications, databases, clearinghouses and information services. Also included is a description of the Federal Depository System, an explanation of the Government Printing Office's Monthly Catalog, and sources for background readings. (14 references) (MAB)

ED 329 338 PS 019 430

Dickinson, David K.; And Others

Book Reading with Preschoolers: Co-Construction of Text at Home and at School.

PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Childrens Literature; Class Activities; Family Environment; Family School Relationship; *Mothers; Parent Child Relationship; *Parent Role; *Preschool Children; Preschool Education; *Preschool Teachers; Public Education; Reading Aloud to Others; *Reading Material Selection; Story Reading; Teacher Student Relationship

A study investigated low-income children's book reading experiences with their mothers and in group reading in preschool when the children were 3 and 4 years old. At the age of 3 years, the primary focus of book readings in both settings was immediate information. Mothers were significantly more likely than teachers to use extending comments, and were less likely to use organizational comments. When children were 4 years old, talk in the home was dominated by immediate talk. There was less extending talk, less total talk by mothers, and more extending comments by children than at age 3. Talk in school included more extending and total talk by teachers and more non-immediate utterances by children. Home-school comparison found school book readings contained more non-immediate talk by teachers and children and more extending, organizational, and total talk by teachers. The great variability of patterns in both settings indicates the presence of multiple patterns of home-school linkage between classrooms and among families in a single classroom. (Author/BB)

ED 329 354 PS 019 464

Wilcox, Susan
You Are a Storyteller!
PUB DATE- 13 Oct 90
NOTE- 20p.; Paper presented at the Conference of the Kansas Association for the Education of Young Children (October 13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; *Childhood Needs; Day Care; Early Childhood Education; *Empathy; Family Day Care; Guidelines; *Preschool Children; *Story Telling; *Student Characteristics; Teacher Role; Television Viewing

The aim of this presentation is to persuade early childhood educators that they can and should tell stories to children in their preschool classes, day care homes, or centers. The story of Scheherezade is retold in order to illuminate the points that: (1) traditional stories share a basic, satisfying structure which, regardless of the details of the particular story, asserts to the listener that, in some mysterious way, life makes sense; and (2) trustworthy relationships with others are possible. Children seek reassurance on these two points. It is suggested that one begin telling stories to children by selecting a story that involves physical imitation and simple verbal participation. Children will imitate both physically and emotionally. The reader can model the emotions of story characters with tone of voice, facial expression, and gestures. Readers can also watch and respond to emotions registered on children's faces, and ensure that no child becomes too upset. Additional guidelines and reflections are offered. An appendix provides a list of stories for beginning storytellers to tell to preschoolers that is arranged according to the age of the child. A storytelling bibliography of 14 items is also provided. (RH)

and curriculum extensions. (KR)

ED 329 428 SE 051 949

DeBoer, George E.

A History of Ideas in Science Education: Implications for Practice.

Columbia Univ., New York, N.Y. Teachers College.

PUB DATE- 91

NOTE- 285p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Biology; Chemistry; Cognitive Processes; College Preparation; *Curriculum Development; Educational Change; *Educational History; Educational Trends; *Elementary School Science; Elementary Secondary Education; General Science; Laboratories; Physics; *Process Education; Program Descriptions; Science and Society; *Science Education; Scientific Literacy; *Secondary School Science; Teaching Methods; Technology

This book offers a perspective on the science education enterprise that individuals can use as they attempt to understand what happens in science classrooms and what should happen. This book is a historical account of ideas in science education that covers the time period from approximately the middle of the nineteenth century to 1991. How science first struggled to find a place in the school curriculum and the many debates over the years about what science curriculum should be are recounted. The goals of science education are identified. How these goals have competed with one another for the public's attention are described. Besides discussion of the origins of science teaching in the United States, attention is also given to the larger educational goals of science instruction and the strategies that have been used to accomplish these goals. Chapters include: (1) "Science versus Classical Studies"; (2) "Educational Thought and Practice in the Nineteenth Century"; (3) "The Turn of the Century and the Committee of Ten"; (4) "The Reorganization of Science Education"; (5) "Social Relevance and the Organized Disciplines"; (6) "School Science Seeks Its Own Identity"; (7) "World War II and the Beginnings of Change"; (8) "Curriculum Reform"; (9) "Scientific Literacy and the New Progressivism"; (10) "Process and Product in Science Education"; and (11) "What We Have Learned and Where We Are Headed." (KR)

ED 329 093 EC 300 089

West, Russell F.; Cummins, Pete

Personal and Professional Change Associated with the Integration of Children with Down Syndrome into the Public Schools.

PUB DATE- 14 Nov 90

NOTE- 42p.. Paper presented at the Annual Meeting of the Mid-South Educational Research Conference (New Orleans, LA, November 14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Attitude Change; *Downs Syndrome; Kindergarten; *Mainstreaming; *Parent Attitudes; Primary Education; *Public Schools; Self Esteem; *Teacher Attitudes; Teaching Methods

IDENTIFIERS- Tennessee

The purpose of this study was to describe the personal and professional changes that occurred when three young children with Down Syndrome were mainstreamed into "regular" kindergarten classes in Northeast Tennessee. During the 1989-1990 school year, data were collected using participant observation and in-depth interviews with parents, teachers, and principals in three schools. Data were collapsed into four general categories of results, focusing on changes in personal and professional confidence, changes in teaching approaches and strategies, changes in perspectives on integration, and changes in personal beliefs and attitudes. Results indicated that all adults involved in the mainstreaming process viewed the experience positively. All parties gained a great deal of confidence both in themselves and in each other. All those concerned developed a respect for the potential that children with Down Syndrome bring to the regular classroom. (20 references) (JDD)

ED 329 310 JC 910 135

Friedlander, Jack; MacDougall, Peter
Achieving Student Success through Student Involvement.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Classroom Research; Classroom Techniques; Community Colleges; Higher Education; *Learning Strategies; *Learning Theories; Participant Satisfaction; Program Descriptions; Self Concept; *Student Behavior; Student College Relationship; *Student Participation; *Teacher Student Relationship; Two Year Colleges; *Two Year College Students

Student involvement theory defines student involvement as the amount of physical and psychological energy that a student devotes to the academic experience. Research on student involvement conducted at community colleges and universities has shown that the quality of time spent was a more important factor in explaining student achievement than sheer amount of time spent. Another important feature of student involvement theory is the concept of education as a partnership between the institution and the student, with both expected to fulfill their respective responsibilities. The challenge facing community college educators is to design policies and practices that will encourage students to invest their time and effort in learning activities. This is particularly difficult given the myriad demands on most community college students' time. Strategies for increasing student involvement in learning include the following: (1) alter features of the teaching-learning process to yield more active participation; (2) design learning technologies to increase the amount of time that students are actively engaged in the learning process; (3) increase student contacts with faculty and other students through class restructuring, faculty advising, and student teaching and research assistantships; and (4) increase student participation in out-of-class learning activities by linking those activities to specific course assignments. Student involvement theory can also be incorporated into faculty hiring and faculty evaluation procedures, as well as orientation, advisement, and counseling programs for students. By implementing strategies such as these, a college can improve the likelihood of student success without the need to invest additional resources. (JMC)

ED 329 323 JC 910 164

Niles, Wallace M.

Student Profile by Ethnicity, Primary Language and Country of Origin.

New York City Technical Coll., Brooklyn. Office of Institutional Research and Analysis.
PUB DATE- Dec 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Enrollment; Ethnic Groups; Females; *Foreign Students; Graphs; *Language Usage; Males; Profiles; *School Demography; School Statistics; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students

In recognition of the importance of diversity, and in response to numerous requests from the college community, New York City Technical College (NYCTC) developed a profile of fall semester 1989 students enrolled in each curriculum, each academic division, and the entire college, based on students' ethnicity, primary language, and country of origin. Of a total of 11,066 students enrolled in fall 1989, data on ethnicity were available for 64.5% of the students, on primary language spoken for 78.5%, and on country of origin for 27.6% of the students. Following a brief introduction and summary of findings, this report is divided into three sections consisting entirely of data tables and bar graphs. The first section contains data on total fall 1989 enrollment by ethnicity and gender. The second section contains tables presenting the numbers and percentages of males and females within each ethnic group in each of the following enrollment/program categories: Business and Communications Technology, Engineering Technology, Health and Natural Sciences, and Liberal Arts and Sciences, non-degree, unclassified, and bachelor's programs. The final section provides data on the primary language and country of origin for students in each of the enrollment/program categories. Findings include the following: (1) whites comprised 12.1% of the enrollees; (2) nearly 100 countries are represented among the student body; (3) after English, the most frequently cited primary languages were Spanish, French, and Chinese; and (4) outside of the United States, Haiti was the most frequently reported country of origin. (JMC)

ED 329 369 PS 019 496

Ramos, Nancy; Santos, Ricardo Sotelo
School Plus Home = Student Success.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Childrens Art; *Dropouts; Elementary Secondary Education; *Family School Relationship; Guidelines; *Identification; Parent Responsibility; School Responsibility; Teacher Responsibility

This handbook was developed to serve as a point of reference in identifying potential dropout problems. Included are several crucial recommendations for establishing an effective partnership between home and school that will help children succeed in school. Recommendations focus on preventive action in the classroom and at home. Artwork and slogans by third grade students supplement the text. (RH)

ED 329 385 RC 017 916

Literature Search on the Question: What Are the Advantages and Disadvantages of Various Scheduling Options for Small Secondary Schools (High Schools and Middle Schools)?
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 90
NOTE- 24p.; Tables contain some broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Class Organization; Literature Reviews; *Scheduling; School Organization; *School Schedules; Secondary Education; *Small Schools; Student Needs; *Time Blocks
IDENTIFIERS- Arkansas

Thorough investigation of scheduling options is needed to facilitate the development of a tailor-made schedule for the small school. The traditional scheduling model usually only works well in urban or suburban schools. When this mass production model is imposed on small schools, student needs become secondary to the dictates of the schedule. The traditional model offers security and ease of scheduling work experience programs. But it restricts teaching strategies, flexible grouping, individualized instruction, and independent study. The rotation model allows for more course offerings, varying optimum learning times, and reduction of daily teacher preparation, but must allow for meeting the prescribed instructional time. The modular model offers variations in the choices of time patterns for class periods, instructional practices, and number of students in group settings, but must have a minimum of 2 years planning, flexible physical space, and monitoring of students during their unscheduled time. The vertical model is based on individualized pacing and continuous student progress and allows for an expanded elective program but requires more initial planning, use of learning centers, more complex record keeping by teachers and an adjustment of the role of the teacher. Other scheduling considerations include term length, frequency of course offerings, team teaching, and learning centers. Addendum tables present: (1) in-house options for maintaining a broad curriculum; (2) options for using outside resources; and (3) use of new technologies to maintain a broad curriculum. (ALL)

ED 329 399 RC 018 011

Barker, Bruce O.

National Rural Education Endorsed Research Centers: Current Activities and Future Directions.

PUB DATE- Oct 90

NOTE- 9p.; Paper presented at the Annual Conference of the National Rural Education Association (82nd, Colorado Springs, CO, October 5-8, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Improvement; *Educational Research; Elementary Secondary Education; *Research and Development Centers; *Research Opportunities; Research Projects; Research Proposals; *Rural Education

IDENTIFIERS- *Rural Education Association; Rural Education Centers

Any public or private, non-profit agency, organization, or institution committed to research in rural education may apply for official endorsement from the National Rural Education Association (NREA) to establish a recognized Rural Education Research Center. The major objectives of NREA endorsement of ongoing or future research include: (1) keeping rural education a prominent item on the agenda of state and federal offices, public agencies, and institutions of higher education; (2) providing an increased research focus to public entities serving rural populations; (3) providing public or private non-profit agencies, institutions, or organizations with added creditability when seeking internal or external funds to conduct research with a rural focus; (4) serving as a mechanism for data gathering and dissemination that will provide local, state, and federal policymakers with accurate and timely information for decisionmaking; and (5) allowing for a network of rural researchers to coordinate efforts and share information. The NREA endorsement is initially for a period of 3 years with successive renewals of 5 years. Endorsement requirements are: (1) expertise in and publicly available reports on rural education research; (2) support from parent organization, colleagues, and a variety of schools or intermediate service units; (3) commitment of a minimum of 2 fulltime personnel and $10,000 of operating expenses and support services; (4) evidence of an appropriate plan and willingness to disseminate research results; and (5) a written 5-year research agenda with annual progress reports. Two endorsed NREA Research Centers are the Center for Rural and Small Schools at Kansas State University and the Rural Education Research and Service Consortium at Tennessee Technological University. (ALL)

ED 329 413 RC 018 029

Khandker, Shahidur R.
Labor Market Participation, Returns to Education, and Male-Female Wage Differences in Peru.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Jul 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Comparable Worth; Elementary Secondary Education; Employed Women; *Employment Patterns; Family (Sociological Unit); Family Characteristics; Foreign Countries; *Human Capital; Labor Force Development; Labor Market; *Outcomes of Education; *Productivity; Rural Urban Differences; *Sex Differences; Surveys; *Womens Education
IDENTIFIERS- *Peru

Based on a human capital model, this paper uses household survey data from Peru to estimate differences between males and females in labor-market participation, productivity (measured in wages), and economic returns to education. The focus is on human capital, especially education, as a determinant of labor participation and productivity. The analysis used wage regression based on ordinary least squares and decomposition technique. The survey data identifies household characteristics (including landholding and unearned income) and market data, such as wages, that influence people's time allocation. Male wage earners are slightly more educated than women, except in some urban areas. Employed women, however, have more vocational training than employed men. Women generally receive lower real hourly wages than their male counterparts. Unearned income and landholding generally decrease the probability of labor-market participation for both. The data suggest that improving women's education can increase their labor market participation faster than increases in men's education would affect theirs. Financial returns for schooling are relatively higher for women than for men, especially at the secondary and postsecondary levels. The paper concludes: (1) that public education is less effective than private in raising productivity and reducing wage gaps; (2) that investment in women's education has numerous benefits; and (3) that households and communities are likely the main sources of gender bias regarding parental investment in children's education. (TES)

ED 329 443 SO 020 359

Kirk, Lynn; And Others
Confronting the Stereotypes: Kindergarten to Grade 4. Volume I.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
PUB DATE- 85
NOTE- 159p.; For related document, see SO 020 360.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Curriculum Evaluation; Elementary Education; *Ethnic Bias; Foreign Countries; Health Education; Language Arts; Language Usage; Mathematics; Physical Education; *Racial Bias; *Role Perception; Science Instruction; *Sex Bias; Social Studies; Stereotypes; *Teacher Attitudes; *Textbook Bias; Textbook Evaluation
IDENTIFIERS- *Manitoba

This handbook explores ways of creating unbiased educational experiences for students in non-stereotyped learning environments for kindergarten to grade 4. An examination is made of the sexual, racial, and cultural biases displayed by textbooks and curricula currently in use, with suggestions offered on how to present these materials in an unbiased way. New materials and activities that can correct imbalances in the curriculum are identified. Teacher awareness is seen as the key to dealing with bias in the classroom. The grades 1-4 textbooks examined are divided into the subject areas of health, physical education, mathematics, science, social studies, and language arts. Suggestions for eliminating sexism through the use of unbiased terminology and non-sexist classroom activities are given. An annotated bibliography of non-sexist reading materials, with a thematic index, is also provided. (PPB)

of U.S. education events, 1910-80s. (DB)

ED 329 481 SO 021 171

Dynneson, Thomas L.; And Others

An Exploratory Survey of Four Groups of 1987 Graduating Seniors' Perceptions Pertaining to: (4) Student Preferred Citizenship Approaches, (5) Teacher Preferred Citizenship Approaches, (6) Citizenship Approaches and Elementary Students, and (7) Citizenship Approaches and Secondary Students.

Stanford Univ., CA. Citizenship Development Study Center.

PUB DATE- 90

NOTE- 132p.; For a related document dealing with the first three research questions: (1) ''The Qualities of a Good Citizen,'' (2) ''The Sources of Citizenship Influence,'' and (3) ''The Contributions of Social Studies Courses and Programs of Study to Citizenship Development,'' see ED 308 091.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Citizenship; *Citizenship Education; Democratic Values; Educational Research; Elementary Secondary Education; High School Seniors; Instructional Improvement; Social Studies; Statistical Analysis; *Student Attitudes; Student Development; Surveys; Teacher Attitudes

In order to understand the mechanisms of the socializing processes associated with citizenship development in the United States, it is necessary to study the interactions of ideology, education, and cultural pluralism as they are manifested in educational programs and in the processes of child development. The means and methods for understanding these complex social phenomena consist of exploratory research approaches. The main goal of this inquiry was to explore the current status of citizenship education and to come to an understanding of the dynamic social processes that influence its development. The study explored the opinions and practices of students who were about to be graduated from high schools in four different geographic areas of the United States. Student responses to questions four through seven are reported and discussed, and a statistical analysis of student responses to each overall question is made. Forty recommendations are made on how citizenship education may be improved. A 17-item bibliography concludes the document. (DB)

ED 329 142 HE 022 237

Unified Budget Recommendations for Fiscal Year 1989-1990.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Dec 88
NOTE- 120p.; Headings on red paper will not photocopy legibly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Educational Finance; *Financial Support; Higher Education; Public Colleges; Regional Planning; School Funds; *State Aid; State Government; State Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Alabama

As precribed by Act 79-461, Section 9, the Alabama State Commission on Higher Education evaluated the budgets submitted by the senior public institutions of higher education and by the Chancellor of the junior, community, and postsecondary vocational and technical education system and reached two sets of funding recommendations for all of higher education for fiscal year 1989-90. This planning document contains: (1) a statement of the Commission's estimate of the basic financial requirements necessary to support the institutions and programs at the appropriately constructed regional standard; and (2) a funding proposal that takes into account the fact that the Alabama Special Education Trust Fund revenues available to fund higher education institutions in 1989-90 may be below the regional standard total of $721,655,300. Seven sections are as follows: (1) 1989-90 unified budget recommendations by the Alabama Commission on Higher Education; (2) higher education unified budget recommendation program detail (1987-88 and 1988-89 appropriations and 1989-90 requests and recommendations); (3) funding formulas and unified budget recommendation process; (4) funding formula supported data, senior institutions; (5) student headcount and full-time equivalent data used in funding formulas, two-year institutions; (6) facilities renewal allowances; and (7) critical capital funding needs, Alabama public higher education. (SM)

ED 329 460 SO 021 127

Howell, Penny, Comp.
The Shakers.
PUB DATE- Jan 91
NOTE- 28p.; Some portions of this copy may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Grade 4; History Instruction; Intermediate Grades; Learning Activities; Religion Studies; *Religious Cultural Groups; Social History; *Social Studies; United States History; Units of Study
IDENTIFIERS- *Shakers

This document provides lesson plans designed for teaching fourth-grade students about the religious group known as the Shakers. Preceding each of the five lessons is a list of objectives, time required, background, materials needed, classroom procedures, and suggested follow-up activities. In Lesson A, a story is read and students are asked to place the events of the story in the appropriate sequence. Lesson B discusses Shaker inventions. Lesson C exposes students to the Shakers' contributions to the arts. Lesson D focuses on Shaker music. Lesson E contains quotations that students are asked to rewrite with correct punctuation. A number of maps, photographs, and drawings appear throughout these lessons. A 13-item bibliography also is included. (DB)

Kotowski, Jim
Critical Thinking Content in the Iowa Tests of Educational Development. Critical Thinking Reports Number 6.
Illinois Univ., Urbana. Dept. of Educational Policy Studies.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship Education; *Critical Thinking; High Schools; *Standardized Tests; Student Educational Objectives; Test Items; *Test Validity; Thinking Skills
IDENTIFIERS- *Iowa Tests of Educational Development

The Iowa Test of Educational Development (ITED), a test of general abilities given to high school students, is intended as a tool for teachers and administrators to measure the progress of their students and plan accordingly; it also purports to assess the use by students of critical and evaluative abilities. Because such tests as the ITED carry significant weight in the educational system and in society at large, and because critical thinking skills have come to be recognized as one of the most important goals for education, it seemed appropriate in this report to investigate the validity of claims of the ITED to assess critical thinking ability. The overall structure of the ITED, the subtests, and procedures are analyzed and it is concluded that while the ITED is definitely better than most other tests in the area of critical thinking, it simply falls short of a comprehensive, balanced critical thinking assessment. An appendix presents, item by item, the critical thinking abilities found in the ITED. An 11-item list of references also is included. (DB)

ED 329 514   SP 032 708

Sciara, Frank J.

The Assignment of University Student Teacher Supervisors: A Case of Gender Discrimination.

PUB DATE- 91

NOTE- 26p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Elementary Secondary Education; Higher Education; *Sex Discrimination; *Sex Fairness; *Student Teacher Supervisors; Task Analysis; Teacher Education; Teacher Selection; *Travel

This study investigated the assignments of both male and female student-teacher supervisors to check for equity of assignment, utilizing gender as one of the variables. A task analysis was done using real data from an unidentified university in Indiana. It was determined that the most important considerations for task analysis of the college supervisors' positions were: the number of student teachers assigned to a supervisor, working within one's own specialty area, distance traveled, clustering (the assignment of several student teachers to one building), and the number of required or expected visits to be made by the supervisor. It was found that females enjoy more privileges than males, and that Midwest Community Secondary School Retirees (MCSS), or a combination of these two factors (female and MCSS), appeared to be associated significantly with more assignments within one's specialty area, higher clustering, less travel, and fewer visits. Several recommendations are made for preventing future inequities. In addition to utilizing a task analysis approach, several other possible ideas are stated for reaching parity of assignment. (Author/JD)

ED 329 109 FL 019 070

Moras, Jim
Battle of the Books Alaska Style: A Description of the Program and Its Origin.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Competition; Cultural Pluralism; Elementary Secondary Education; English (Second Language); *Literacy Education; *Literature Appreciation; Program Descriptions; *Reading Programs; *Rural Areas; Socioeconomic Status
IDENTIFIERS- *Alaska; *Battle of the Books

The human geography of Alaska is as diverse as its climate and topography, and 20 native groups, all of them with their own languages and cultural history, as well as many isolated areas. The Battle of the Books, an English-as-a-Second-Language competitive reading program, has been successful in Alaska because through it, diverse people and entire villages have finally been able to communicate with each other via the teleconferencing of the contest. The program began in Chicago in the 1940s and was eventually brought to Kodiak Island and developed into a statewide effort. Originally, the Kodiak Island contest was intended to promote reading among low socioeconomic group students and link villages through a teleconferencing network. The contest consists of teams of readers grouped by reading level whose task is to read a predetermined number of books in a specific time period. Teams meeting the contest deadline may then compete with each other. Preparation for the competition is extensive, involving enriched instruction, literacy activities that extend the school day to the home environment, which is often literacy-poor. The only problem has been obtaining commitment to the program as a literacy immersion activity institutionalized in the schools. Contest rules and guidelines and a 35-item bibliography are included. (MSE)

ED 329 126 FL 019 100

Tsakonas, Frances
Optimal Age Revisited--A Piagetian Perspective.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Meeting of the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Age Differences; Children; Foreign Countries; *Learning Processes; *Learning Readiness; Models; *Piagetian Theory; *Second Language Learning

The controversy over the optimal age for learning a second language is discussed, examining, from the perspective of Piagetian theory: (1) the argument which suggests that children have an advantage in language learning; and (2) the arguments which states that adults have an advantage in language learning. The first part provides an overview of the short- and long-term studies on child/adult differences that have led to the controversy, and points out some of the problems inherent in carrying out such studies. In part two, the major factors that have been suggested to account for age differences in second language learning are outlined. It is then argued that these factors fail to satisfactorily account for the differences between younger and older learners in both learning rate and ultimate attainment, thus biasing conclusions about optimal age; a resulting "disequilibrium model" of language learning is proposed. This model attempts, through application of the Piagetian concept of equilibration, to find a common ground on which the results of both long- and short-term studies can be examined collectively. It is concluded that determinations of optimal age in second language learning are incidental rather than substantive. A 65-item bibliography is included. (MSE)

ED 329 158 HE 024 258

Student Aid and the Cost of Postsecondary Education. A CBO Study.
Congress of the U.S., Washington, D.C. Congressional Budget Office.
PUB DATE- Jan 91
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Administrative Policy; *Educational Equity (Finance); *Equal Education; Higher Education; *Paying for College; Postsecondary Education; *Qualifications; Statistical Analysis; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Higher Education Act 1965

This study examines how federal, state, and institutional student aid promote equal educational opportunity by lowering the net cost of education that undergraduates and their parents must pay. It also considers some possible alternative federal policies concerning student aid that the 102nd Congress may wish to consider as it goes about reauthorizing the Higher Education Act of 1965, as amended. The chapters contained in the report respond to the following areas of interest: (1) how student aid is awarded; (2) which students receive aid; (3) the amount of aid undergraduates receive; (4) what the net cost is of postsecondary education to the students and their families; and (5) the policy issues for the awarding of student aid. Appendices include the 1987 National Postsecondary Student Aid Study data base, and basic and supplemental tables on student aid. A glossary is also included. (GLR)

ED 329 174 HE 024 286

Sisaye, Seleshi

Structural Analysis of Competitive Forces in Higher Education Industry: A Conceptual Framework.

PUB DATE- 90

NOTE- 41p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (21st, Ellenville, PA, October-November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Colleges; Competition; Educational Change; Educational Economics; Educational Environment; *Educational Planning; Evaluation Methods; Goal Orientation; Higher Education; *Long Range Planning; Supply and Demand; Universities

IDENTIFIERS- *Strategic Planning

This report describes how colleges and universities in the Not-for-Profit sector can bridge the strategic management research gap by applying competitive analysis in the strategic planning process. This business analysis tool can be used to assist colleges and universities, just as it assists businesses, in understanding the competitive forces facing colleges. This methodology can also aid in the development of a strategic plan for adapting to these forces. The five major competitive forces, identified by Porter (1980), that affect any industry can also be applied to higher education and should be considered in strategic planning. These forces are: rivalry among current competitors; the threat of new entrants; the threat of substitute products; and the bargaining power of suppliers and buyers. Each competitive force is discussed within the context of how it exists in today's college and university competitive environment, and of its significance in the school's planning process. Contains 28 references. (GLR)

ED 329 189 HE 024 305

Statistical Report. Fiscal Year 1990: September 1, 1989-August 3, 1990.

Texas Higher Education Coordinating Board, Austin.

PUB DATE- 90

NOTE- 269p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- *College Faculty; Community Colleges; Credits; Dental Schools; *Enrollment; Enrollment Trends; Ethnic Groups; *Facilities; *Financial Support; Grants; *Higher Education; Medical Schools; Place of Residence; Private Colleges; Public Colleges; Salaries; Sex; State Programs; *Student Financial Aid; Student Loan Programs; Technical Institutes; Tenure

IDENTIFIERS- *Texas

Statistical data are presented from Texas institutions of higher education, including both public and independent universities; medical, dental, and allied health units; junior colleges; and technical institutes. The scope of the data includes: (1) student enrollments from 1985-1989, enrollment by ethnic origin and sex, resident and nonresident students, and county and state of origin of students; (2) faculty data by such elements as rank, ethnic origin, sex, tenure, part-time/full-time status, salaries, and student-faculty ratios; (3) semester credit hours by level and by program or curriculum area; (4) investments in physical plants and net assignable facilities space by function; (5) legislative appropriations to all funds and to general revenue, and appropriations per full-time student equivalent; and (6) state loan and grant programs. (JDD)

ED 329 221 IR 014 862

Janowiak, Robert M.

Educational Technology in the Kindergarten through Twelfth Grades: A Study of Usage, Value and Needs.

National Engineering Consortium, Chicago, IL.

PUB DATE- Aug 90

NOTE- 55p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Software; *Educational Technology; *Elementary School Teachers; Elementary Secondary Education; Microcomputers; *Needs Assessment; Overhead Projectors; Projection Equipment; Questionnaires; *Secondary School Teachers; Surveys; *Teacher Attitudes; Technological Advancement; *Use Studies; Video Equipment

IDENTIFIERS- Computer Industry

A survey of 498 elementary and secondary teachers was coordinated by the National Engineering Consortium (NEC) in order to determine what educational technologies are used and valued by teachers and what they need to help make educational technology a more valuable resource. The questionnaire included two closed-end questions rating 36 technologies (and inviting commentary) as well as four open-end questions. Specific questions addressed teachers' use and value of old versus emerging technologies; what they considered to be the most and the least promising educational technology tools; their use of technology according to subject areas; and aid that they felt could be provided by computer companies and corporations. The most highly used technologies were found to be microcomputers, overhead projectors, videocassette recorders, software teaching aids, and movie/slide projection systems. Emerging technologies include multimedia computer projection systems, computer networks, videodisks, telecommunications, and software to aid problem solving. Current technologies considered promising for continued usage are microcomputers, video recorders, and overhead projectors, including computer-driven projectors. Respondents stated that their greatest need was funding, followed by training and support for educational technology products. Teachers also responded that more time is required for planning, implementing, training, and studying technology. A copy of the questionnaire used in the study is appended. (DB)

ED 329 253 IR 052 808

Lauer, Jonathan D.; And Others
Faculty Status, Longevity, and Salaries among Librarians in LIBRAS.
PUB DATE- 26 Sep 88
NOTE- 7p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this workshop, see IR 052 806-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Correlation; *Employment Patterns; Higher Education; *Librarians; Library Networks; Library Surveys; *Occupational Information; *Salaries
IDENTIFIERS- *Faculty Status

A survey of librarians in LIBRAS, a consortium comprising 16 Chicago-area liberal arts college libraries, tested two hypotheses: (1) the salary level of the group with faculty status is significantly greater than that of the group without faculty status; and (2) there is a statistically significant correlation between the amount of professional experience (expressed in months) gained by librarians, and the salary level. Returns were received from 44 librarians, representing 79% of the total. For both faculty status and longevity, the correlations with salaries are significant but not strong, though the two variables operate independently. Both hypotheses are supported but not proven. The coefficients of determination suggest that other factors play an important role in the determination of salaries. Areas for further study might include analyses of gender, school size, and tuition level. Eight references are listed. (MES)

ED 329 270 IR 053 461

Moore, Nick

Measuring the Performance of Public Libraries. A Draft Manual.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

PUB DATE- Jan 89

NOTE- 100p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Measures; Data Interpretation; *Evaluation Criteria; Library Collections; Library Facilities; Library Personnel; *Library Services; Library Surveys; Mathematical Formulas; Operations Research; *Performance Factors; *Public Libraries; *Questionnaires; Research Methodology

IDENTIFIERS- Library Systems Analysis

This manual identifies a series of performance measurements which, when assessed in their totality, can effectively measure a public library's level of service to its users. The measures have been developed at two levels. On one level, the measures can broadly evaluate the overall performance of library systems on the national level; on a second, more detailed level, the measures can be developed to assess an individual library's performance. Mathematical formulas provide a means of measuring the library's level of service in terms of its books, periodicals, sound and video recordings, pictures in stock, annual additions, and turnover rate; professional and para-professional staff availability; total floor area of building, library business hours, geographical accessibility; loans and circulation rate, library visits, percentage of lending service, attendance at library activities, reference and information transactions, user satisfaction with library stock, requests, and reservations. Ways in which consumer opinion can be surveyed are discussed, and guidelines are provided for adapting the measures to the particular situation and interpreting the results. An eight-item selected bibliography and a glossary of terms and definitions conclude the manual. (MAB)

ED 329 297 JC 910 057

Wiggs, Jon Lee

The Community College System in North Carolina: A Silver Anniversary History, 1963-1988.

North Carolina State Board of Community Colleges, Raleigh.

PUB DATE- 89

NOTE- 449p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Books (010) Historical Materials (060)

DESCRIPTORS- Accreditation (Institutions); College Desegregation; *College Planning; College Presidents; College Role; *Community Colleges; Educational Facilities Improvement; Educational Finance; *Educational History; Educational Legislation; *Educational Trends; Enrollment Trends; Long Range Planning; Salaries; *State Boards of Education; *Two Year Colleges; Vocational Education

IDENTIFIERS- *North Carolina

Documenting the 25-year history of the North Carolina Community College System (NCCCS), this book focuses on each of the successive academic terms from 1963-64 to 1987-88. The chapters are grouped into five sections, corresponding to the lengths of tenure of the five NCCCS presidents: the (Isaac) Ready years from 1963 to 1970; the (Ben) Fountain years from 1971 to 1978; the (Charles) Holloman transition during the 1978-79 academic year; the (Larry) Blake years from 1979 to 1983; and the (Robert) Scott years from 1983 to the present. Each chapter is divided into short, one- to two-paragraph descriptions of transitional events, decisions, board rulings, policies, and incidents that affected the college. Examples of topics covered in the history include the following: (1) the beginnings of an open door comprehensive community college; (2) college finances, including budgeting and budget cuts, financial support, allocation of funds, and related educational legislation; (3) difficulties with the growing system, including enrollment deficits and civil rights issues; (4) short-term goals and long-range planning activities; (5) accreditation; (6) school politics; (7) systemwide growth, fiscal cuts, and future plans; (8) the emphasis on skilled workers; (9) fiscal restraints; (10) special legislation; and (11) desegregation rulings and issues. The chapters are followed by the "Preliminary Report of the Commission on the Future of the NCCCS ," by Sherwood H. Smith. A 104-item general bibliography and a 170-item bibliography of dissertations on topics related to North Carolina's community colleges and technical institutes are included. (JMC)

Robinson, Violet B.

The Performance of Early Readers and Prereaders on Concrete Operational Tasks: Three Samples.

PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Symposium of the Jean Piaget Society (Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Comparative Analysis; Developmental Tasks; Early Childhood Education; Early Reading; *Kindergarten Children; Piagetian Theory; *Preschool Children; *Reading Ability
IDENTIFIERS- *Concrete Operations

The relationship of concrete operations to beginning reading was investigated with three samples of early readers and prereaders: prekindergarten and kindergarten children who were early readers and those who were not yet reading. Piagetian tasks on conservation of number, conservation of quantity, seriation, multiple classification, and class inclusion were administered. There were no significant differences between the performances of early readers and prereaders on these concrete operational tasks. The data support the conclusion that concrete operations are neither necessary nor sufficient for beginning reading. Directions for future research are suggested. (Author/RH)

ED 329 370 PS 019 497

Ramos, Nancy; Santos, Ricardo Sotelo
Helping Your Children Succeed in School: A Parent's Guide.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Achievement; Basic Skills; Elementary Education; *Elementary School Students; Guidelines; *Language Arts; *Learning Activities; *Mathematics; *Parent Role

This guide for parents indicates ways in which they can help their childen succeed in school. Sections focusing on language arts and mathematics list skills that students are required to master in kindergarten through fifth grades and suggest language arts activities for parents to implement at home. (RH)

ED 329 094 EC 300 090

Assaf-Keller, Miryam

Bilingual Learning Disability Services in Illinois--A Myth?: A Look at Policy.

PUB DATE- Oct 90

NOTE- 42p.; Paper presented at the Council for Exceptional Children Symposium on Culturally Diverse Exceptional Children (Albuquerque, NM, October 18-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; Cultural Differences; Educational Diagnosis; Educational Discrimination; Educational Policy; Educational Practices; Elementary Secondary Education; *Handicap Identification; Hispanic Americans; Incidence; Language Handicaps; *Learning Disabilities; Limited English Speaking; Program Implementation; State Programs; *State Standards; Student Placement

IDENTIFIERS- Chicago Public Schools IL; *Illinois

This paper reviews statutes and recommended practices established by the Illinois State Board of Education for the identification of learning disabilities (LD) in culturally and linguistically diverse exceptional (CLDE) students, and reports the findings of a survey on LD bilingual services provided to Hispanic students in the Chicago (Illinois) Public Schools and surrounding districts. Such assessment variables as discrepancy criteria, processing criteria, and sociocultural factors are considered. The paper discusses the prevalence of Hispanic students enrolled in bilingual special education and possible factors impacting on their level of representation. A survey of 20 Chicago and area public schools, with approximately a 50% return rate, collected data on the types of services provided to CLDE students in LD. The study focused on types of programs, length of existence of the programs, numbers of students enrolled, professionals involved in the utilization of standardized tests for LD identification, criteria utilized for LD identification, instruments utilized for language proficiency evaluations, instruments and procedures utilized for educational assessments, and instructional materials utilized for the instruction of academic subjects. The paper concludes that state-mandated nondiscriminatory assessment and placement procedures are not being exercised, and that program availability appears to be the determinant factor in student placement. (Approximately 75 references) (JDD)

ED 329 205 HE 024 336

Funding for the California State University's Statewide Nursing Program: A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act. Report 89-28.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Oct 89
NOTE- 133p.; A table in Appendix B reflecting budgeted and reported fiscal data will not reproduce well due to broken print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cost Effectiveness; *External Degree Programs; Financial Support; Higher Education; Inservice Education; *Nursing Education; *Professional Continuing Education; *State Aid; State Legislation; State Programs; Two Year Colleges
IDENTIFIERS- *California

This report responds to a legislative mandate to examine the funding of the Statewide Nursing Program at the California State University, an external degree program of advanced training for practicing nurses. Included in the report are: (1) a brief history of the program; (2) the State University's rationale for offering it; (3) a description of the program's students, faculty, curriculum, instructional methods, and special features; (4) a discussion of the program's historical and current funding; and (5) findings based on the above information. The report concludes that, although such a non-traditional program is justified, because the Statewide Nursing Program has been under State support for only 2 years and complete information regarding its funding is not yet available, a definitive recommendation is premature regarding its appropriate level of funding, but current funding formulas for traditional campus-based programs are clearly not appropriate for it. Most of the document consists of seven appendixes which include official letters concerning the report, a listing of nursing program teaching sites, and other related documents. (DB)

ED 329 237 IR 014 895

Schlenker, Richard M.

Getting Started with AppleWorks Data Base. First Edition.

Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Apr 90
NOTE- 145p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Printers; *Database Management Systems; Elementary Secondary Education; Microcomputers; Spreadsheets; Word Processing
IDENTIFIERS- Apple II GS; *AppleWorks; Dependents Schools

This manual is a hands-on teaching tool for beginning users of the AppleWorks database software. It was developed to allow Apple IIGS users who are generally familiar with their machine and its peripherals to build a simple AppleWorks database file using version 2.0 or 2.1 of the program, and to store, print, and manipulate the file. The materials were designed to be used without outside aid. Eight chapters cover: (1) loading the AppleWorks program into the computer memory; (2) formatting the blank disk for use as a data storage device; (3) and (4) constructing and printing database files; (5) exercising database print options; (6) obtaining help with database files; (7) merging database and word processing files; and (8) converting spreadsheet files into database files. Examples of computer monitor screens are provided throughout the manual. (DB)

ED 329 284 IR 053 479

IFLA General Conference, 1990. Division of Libraries Serving the General Public: Section on Public Libraries; Section of Children's Libraries, Children's Literature Documentation Centres, Round Table; Section of School Libraries; Section of Libraries for the Blind; INTAMEL, Round Table; Mobile Libraries, Round Table. Booklet 3.

International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 90
NOTE- 278p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 3 contains 13 papers. Fifteen additional papers are included in this document. Some papers have faint type or filled letters.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Literature; Blindness; *Bookmobiles; *Childrens Libraries; Childrens Literature; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Interlibrary Loans; International Organizations; *Library Administration; *Library Services; Library Technicians; Literacy Education; Older Adults; *Public Libraries; *School Libraries; Student Experience

The 28 papers in this collection were presented at meetings of four sections and three round tables within the Division of Libraries Serving the General Public: (1) "Rural Community Information Services: Guidelines for Researching Need, Setting Up Services and Evaluating Performance" (Elaine Kempson); (2) "Library Activities at the Workplace" (Birgitta Modigh); (3) "On-the-Job Library Service" (Evgenija Ponomareva); (4) "Center for Children and Adolescents Books--Children's Libraries" (Elga Cavadias-Hatzopoulos); (5) "Literacy and the School Library: Librarians and Teachers Together against Illiteracy" (Christina Stenberg); (6) "Literacy and School Libraries" (Blanche Woolls); (7) "The Philosophy behind International Interlending and Its Implications for the Visually-Handicapped" (Graham P. Cornish); (8) "Interlending Audio Books for the Blind: Current Access and a Call for a Common Forum" (Thomas J. Martin and Henry B. Paris, Jr.); (9) "Listening to the Culture: Librarianship for a New Age" (John S. Smith); (10) "The Development of Library Technicians: A Review of Experience in Selected Countries" (Ian M. Johnson); (11) "Mobile Library Services as a Functional Unit in Public Library Systems: The United States Context" (Leena Siitonen); (12) "Mobile Library Services as a Functional Unit in Public Library Systems: The Brazilian and the United States Contexts" (Rosa Maria de Sousa Lanna); (13) "Book Boat Service in the Archipelago of Stockholm" (Kjerstin Thulin); (14) "Performance Measurement in Context" (Nick Moore); (15) "Measuring the Performance of Public Libraries: A Test of Nick Moore's Draft Manual" (Kenneth Sparr); (16) "Measure the Performance of Public Libraries and Your Planning Will Be Easier, More Rewarding--and More Successful" (Anna-Lena Hoglund); (17) "System Change--Model Change" (Jeno Kiss); (18) "Mission Possible: About Children's Libraries and Cooperation between Public Libraries and Schools in Sweden" (Malin Koldenius); (19) "Cooperation between Public and School Libraries in Norway" (Ellen Oyno); (20) "My Experience as a Student of Librarianship in Finland..." (Hamalwa Henock N.); (21) "Documenting African Children's Literature" (Virginia W. Dike); (22) "Cooperation between the Public Library and the School Library" (Jytte Christensen); (23) "Mobile Library Services in Kenya" (S. K. Ng'ang'a); (24) "How To Provide Elderly and Disabled Persons with Library Service through Health Care Staff and Associations for Disabled" (Brita Molin); (25) "The Evolution of Library and Information Services for Special Groups..." (William Anderson); (26) "Services to the Elderly: At Home and in the Library" (Heleen Wagenarr); (27) "Filipino Community Organizations in Melbourne (Australia): Information and Library Needs" (Radha Rasmussen); and (28) "Multicultural Librarianship in Japan" (Hiroshi Kawamura). (MAB)

ED 329 355 PS 019 465

Palmer, Mary

Arts for At Risk Children: A Curriculum Development and Renewal Project for the Department of Education, Division of Public Schools by the University of Central Florida, College of Education. Final Report.

University of Central Florida, Orlando. Coll. of Education.

PUB DATE- 90

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ancillary School Services; *Art Education; *Curriculum Development; *Early Intervention; Elementary Education; *High Risk Students; Inservice Teacher Education; Material Development; Pilot Projects; Preschool Education; Program Descriptions; Public Schools; *School Age Day Care

IDENTIFIERS- *Children and the Arts FL

The development and pilot testing of the Children and the Arts project is outlined. Developed by the University of Central Florida's College of Education in cooperation with the Florida Alliance for Arts Education, this project sought to address the needs of Florida's young at-risk students by providing teachers with arts experience lesson plans for both prekindergarten early intervention and school-age child care programs. Source Books of lessons in art, dance, drama, and music were developed for teachers' and caregivers' use in implementing arts experience with students. The Children and the Arts Source Books of Arts Experiences were pilot and field tested in Orange and Hardee Counties of Florida. Recommendations for implementing an arts experience program in Florida's pre-kindergarten and school-age child care programs are presented. The appendix details proceedings of the Children and the Arts Conference, which was part of a Florida state-wide in-service program. (BB)

ED 329 429 SE 051 950

Fien, John, Ed.

Living in a Global Environment. Classroom Activities in Development Education.

Australian Geography Teachers' Association, Inc., Brisbane.
PUB DATE- 89
NOTE- 224p.; Contains some photographs which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Production; Conservation (Environment); Cultural Awareness; Developing Nations; Ecology; *Environmental Education; Foreign Countries; *Global Approach; Health Education; Intermediate Grades; International Cooperation; International Trade; Junior High Schools; Natural Resources; Population Growth; Resource Materials; *Science Activities; Science Education; Secondary Education; *Secondary School Science; Water Pollution; World Affairs; World Problems
IDENTIFIERS- *Australia

Forty classroom activities selected from New Internationalist Calendars published between 1984-1989 were collected. Each activity is presented in the form of a short story about a real-life person and a graphic spread of data consisting of maps, tables, photographs, diagrams, text, and student exercises. These activities have been written to achieve the following objectives for development education: (1) to present knowledge about development issues to students in an attractive format; (2) to develop basic reading, comprehension, graph and picture interpretation and writing skills; (3) to promote critical thinking skills through the analysis and evaluation of a variety of types of information; (4) to promote an understanding of the development problems facing people in Third World countries, and empathy with people from different social, economic and cultural backgrounds; (5) to develop an appreciation of the interdependence between the lives of people in Australia and people facing a variety of similar and different development problems in other countries; (6) to develop decision making skills through the consideration of alternative approaches to development; and (7) to promote a willingness to become involved in seeking solutions to development problems. Topics include international trade, the global economic system, work, population growth, the family, health, food production, pesticides, water, ecology, tourism, urban drift, conservation, environmental issues, and technology. (KR)

ED 329 371 PS 019 507

Education in OECD Countries, 1987-88. A Compendium of Statistical Information. 1990 Special Edition.

Organisation for Economic Cooperation and Development, Paris (France).

PUB DATE- 90

NOTE- 149p.; For the 1986-87 edition, see ED 316 495.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Comparative Analysis; *Costs; Demography; *Educational Trends; Elementary Secondary Education; *Enrollment; Females; Global Approach; *Graduates; Postsecondary Education; Preschool Education; Private Education; Statistical Data; *Students; *Teachers; Trend Analysis

IDENTIFIERS- *Organisation for Economic Cooperation Development

This edition of the Organisation for Economic Cooperation and Development's annual compendium of statistical information covers multinational trends in education since 1975 and offers data for the 1987-88 school year. Part A covers trends from 1975 to 1986 in educational systems; numbers of students; participation rates at the various levels of education; enrollment rates at certain key ages; participation of women in the educational system; the private sector; teachers; and expenditures. So as not to overload the compendium, only a few charts for certain countries that are representative of patterns prevailing in others are included. However, tables showing the trend in each Organisation for Economic Cooperation and Development member country are annexed to Part A. Part B deals with six major topics: (1) pupils; (2) teachers; (3) students; (4) enrollment rates per year of age (except for the years that correspond to compulsory education); (5) qualifications; (6) expenditure. The tables refer only to those countries which provided data for 1987-88. The annex to Part B includes a table showing the age at which compulsory education begins and ends, its duration, the months in which the school year starts and ends, and a diagram of each member country's education system that uses the terminology of the country in question. (RH)

ED 329 444 SO 020 360

Kirk, Lynn; And Others
Confronting the Stereotypes: Grades 5-8. Volume II.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
PUB DATE- 85
NOTE- 233p.; For related document, see SO 020 359.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Curriculum Evaluation; *Ethnic Bias; Foreign Countries; Health Education; Intermediate Grades; Junior High Schools; Language Arts; Language Usage; Mathematics; Physical Education; *Racial Bias; *Role Perception; Science Instruction; *Sex Bias; Social Studies; Stereotypes; *Teacher Attitudes; *Textbook Bias; Textbook Evaluation
IDENTIFIERS- *Manitoba

This handbook explores ways of creating unbiased educational experiences for students in non-stereotyped learning environments for grades 5-8. An examination is made of the sexual, racial, and cultural biases displayed by textbooks and curricula currently in use, with suggestions offered on how to present these materials in an unbiased manner. New materials and activities that can correct imbalances in the curriculum are identified. Teacher awareness is seen as the key to dealing with bias in the classroom. The curriculum areas covered are: English, language arts, social studies, health, physical education, science, and mathematics. Guidelines for eliminating sexism in terminology and strategies for eliminating stereotyping are given. An annotated bibliography, "Real Books for Real People," is included and has a thematic index. A list of "Do's and Don'ts for Teachers and Schools" to help keep the classroom a bias-free educational environment is given. (PPB)

ED 329 461 SO 021 128

Swift, Debra

Lesson Plans for the January, 1991 Teaching Seminar for "Indiana and the Nation" Institute: The Pioneer Period In Indiana, 1800-1850 .

University of Southern Indiana, Evansville.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 91
NOTE- 17p.; Some pages contain light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Instructional Materials; Learning Activities; Maps; *Social Studies; *State History; Teaching Methods; United States History; Units of Study
IDENTIFIERS- *Indiana; *Pioneer Life

Materials are presented for teaching elementary school students about the pioneer period in southern Indiana, 1800-1850. A project requiring students to create the travel journal of a pioneer family is featured. An outline providing basic facts about this era is included, as is a 17-item bibliography of sources for further research. (DB)

ED 329 482 SO 021 172

Baucom, Wayne; And Others

Mysteries in World Geography: A Supplement Activity Book for Teachers of Seventh Grade World Geography in Hillsborough County Public Schools.

Hillsborough County Public Schools, Tampa, FL.
PUB DATE- 90
NOTE- 149p.; Title on cover page reads 'World Geography Mysteries." Some photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geographic Concepts; *Geographic Regions; *Geography Instruction; Global Approach; Grade 7; Junior High Schools; Learning Activities; Map Skills; Social Studies; Teaching Guides; *World Geography
IDENTIFIERS- Hillsborough County Public Schools FL

This activity book for teachers contains lessons designed to motivate students to master world geography. Questions on geographic concepts are formulated as mysteries for students to solve. The materials are written with seventh-grade students in mind, but could be adapted for use with other grade levels. Some of the lessons are more challenging than others. Each lesson has a student handout (with an illustration, data, and a central question) and a teacher factsheet (giving teachers the needed data and answers). The lessons are distributed over eight sections: (1) Introduction (6 mystery lessons); (2) Anglo-American Region (9 mystery lessons); (3) Latin American Region (10 mystery lessons); (4) Asia (13 mystery lessons); (5) European Region (8 mystery lessons); (6) African Region (12 mystery lessons); (7) The Middle Eastern Region (8 mystery lessons); and (8) Australia and New Zealand (3 mystery lessons). (DB)

ED 329 515   SP 032 822

Scheetz, L. Patrick; Gardner, Philip D.

Employment Survey of Minority and Teacher Certificate Graduates: Report of Destinations, Average Starting Salaries, and Unemployment, 1987-88.

Michigan State Univ., East Lansing. Collegiate Employment Research Dept.
PUB DATE- Jun 90
NOTE- 17p.; For related document, see ED 312 929.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; *Employment Opportunities; Employment Statistics; Higher Education; *Minority Group Teachers; State Surveys; *Teacher Employment; *Teacher Salaries
IDENTIFIERS- *Michigan

The information in this report was compiled from verifiable minority statistics provided by several four-year institutions. The minorities were all nonwhite students; no attempt was made to disaggregate the minority data into identifiable groups because of the small number of respondents (N=607 out of a total of 2,074). Minority graduates could be working full time, pursuing additional educational goals, or still seeking employment. An "other" category captured those graduates who were foreign students returning to their countries, individuals who were unemployed but not seeking work, and those working part time. Approximately 60 percent of those minorities who responded were employed full time; of these, 81 percent were working in Michigan. The unemployment rate, approximately 3 to 6 months after graduation, for minority graduates was 10 percent; slightly lower than the rate experienced by all graduates in 1987-88. Approximately 12 percent of the respondents were continuing their educational programs. The "other" category represented 18 percent of the respondents. No one factor provided a reason for this high percentage; part-time employment and not seeking work were most frequently cited. The average starting salary was $22,701. A table of average starting salaries and unemployment rates for minority bachelor's graduates, 1987-88, is included as well as data tables on placement results for 1987-88 minority bachelor's graduates of selected Michigan colleges and universities by curriculum areas. (JD)

ED 329 143 HE 022 303

Strategic Choice: Making Better Decisions through Better Understanding of Institutions and Their Environments. Proceedings of the Annual Conference of the North East Association for Institutional Research (15th, Providence, Rhode Island, October 23-25, 1988).

North East Association for Institutional Research.

PUB DATE- Oct 88

NOTE- 473p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Standards; Admission Criteria; Adult Learning; Alumni; College Bound Students; College Faculty; College Freshmen; Computer Uses in Education; Counseling Services; *Decision Making; Demography; Disadvantaged; Educational Assessment; Educational Finance; Enrollment Influences; Evaluation Methods; Evaluative Thinking; Higher Education; *Institutional Research; Long Range Planning; Models; Outcomes of Education; Placement; *Policy Formation; School Holding Power; Sex Differences; Student Attrition; Student Financial Aid; Student School Relationship; Teacher Salaries; Tuition

IDENTIFIERS- Strategy Choice

The 1988 annual conference of the North East Association for Institutional Research focused on strategic choice. Selected papers included: 'Fact Books: Paper-Based or Electronic?'' (T. Gusler); 'Electronic Factbooks'' (J. Jacobsen); ''A Comparative Analysis of Community College Administrators' and Adult Evening Credit Course Students' Attitudes Toward College Programs, Services and Environment in a Theoretically Formulated Marketing Context'' (P. Murray); ''The Use of Census Data to Identify New Student Markets'' (D. Coan, R. Nigro); 'Use of Demographic and Financial Projections in the Development of a Strategic Long-Range Plan'' (R. Hoffman, and others); ''Information for Planning'' (F. Schmidtlein, T. Milton); ''Assessment at Albany'' (J. Volkwein, and others); 'When Is It Going to Stop? A Speculation on Tuition Rates at One Private University'' (J. Dunn and D. Terkla); ''The Interactive Effect of Concern About Price on College Choice'' (Y. Mulugetta, S. Murphy); ''Trends in Student Aid: 1980 to 1988'' (G. Lewis); ''Symbiosis: The High School Partnership Program'' (A. Sturtz); ''Institutional Responses to State Mandates for Outcomes Assessment: Strategic Choice Based on Rationality, Bureaucracy and Politics'' (A. Suchanic); 'Gender Differences in Freshman Performance and Their Relationship to Use of the SAT in Admissions'' (E. Armstrong); 'Faculty Salary Equity'' (J. Dutton, K. Bissonnette); 'Patterns of Fund-Raising Proceeds and Costs'' (J. Dunn, A. Adam); ''The Use of Microcomputer in Discipline Cost Analysis'' (K. Rajasekhara); ''Assessment of Freshmen Writing Skills'' (Z. Goldberg); ''A Comparison of Two Placement Methods for Writing Courses'' (K. Keenan); ''Teaching Institutional Research to the Learning-Inhibited Institution'' (M. Bagshaw); ''Survey of Part-Time Faculty Members'' (D. Hemenway, R. Garies); 'Factors Which Affect Retention of Adult Learners During the First Year of Graduate-Level Study'' (C. Oatis); ''An Analysis of the Student Persistence and Attrition Process: An Urban College Perspective'' (D. Costello, B. Pfeiffer); and ''An Analysis of Factors Related to Student Learning Outcomes'' (J. Morlock, and others). (KM)

ED 329 175 HE 024 287

Edel, Abraham

The Struggle for Academic Democracy. Lessons from the 1938 "Revolution" in New York's City Colleges.

PUB DATE- 18 Sep 90

NOTE- 285p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Historical Materials (060) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Academic Freedom; *Administrative Organization; College Environment; Democratic Values; Educational Change; Educational Environment; *Governance; Higher Education; *Institutional Autonomy; Participative Decision Making; *Policy Formation

IDENTIFIERS- *New York (New York)

This book addresses the philosophy of governance in higher education, the nature of governance and some of the forms it may take, the meaning of democracy in university governance, criteria for assessing governance systems, and underlying assumptions about aims and efforts. The book focuses on the colleges and universities in New York City in the 1930s when the staffs of these schools became conscious of problems in governance. It describes the growth of a college teachers' union; a sit-down strike by students; and the controversy, agitation, and organizing that forced the teaching staff into political action. It also identifies the pioneering significance of the "revolution" in democracy and examines the lessons learned by sudden rather than piece-meal reform, by human responses to institutional change, and by the relation of ideas to social movements. The book then moves to the present day to extract the lessons learned from past experience and examines the philosophy of democratic governance by evaluating the variety of claims for participation in terms of the ultimate mission of the university. Finally, the book provides a mode of assessing the different mechanisms in governance, including the competing patterns of top-down management and bottom-up policy formation. Contains an index, chapter notes, and appendixes. (GLR)

ED 329 190 HE 024 306

Gordon, Henry A.; Ave, Eunice
National Postsecondary Statistics, Collegiate and Noncollegiate:
  Fall 1990. Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 18p.; Data Series: DR-IPEDS-90/91-2.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Attendance; College Attendance; *Degrees (Academic);
  *Enrollment; Enrollment Trends; Higher Education; *Postsecondary
  Education; Sex

This report provides early estimates of Fall 1990 enrollment and academic year 1989-90 completions for all postsecondary institutions in the United States (excluding outlying areas), irrespective of their accreditation status. The estimates are derived from data received from 1,158 postsecondary institutions involved in the Integrated Postsecondary Education Data System survey. Tables display data for enrollment in postsecondary institutions by sex, attendance status, and attendance level of student and by level and control of institution; and for degrees and other formal awards conferred by postsecondary institutions by level of award and sex of recipient. Data on college-age populations and numbers of postsecondary institutions in the United States are also provided. Among the report's findings are the following: (1) Fall 1990 enrollment at postsecondary institutions increased about 3% over Fall 1989 enrollment; and (2) degrees and other formal awards conferred by postsecondary institutions in 1989-90 showed no significant change over 1988-89, though degrees earned by women increased by over 8%. (JDD)

ED 329 254 IR 052 809

Marchetti, Honey
A New Twist on an Old Theme.
PUB DATE- 26 Sep 88
NOTE- 9p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this workshop, see IR 052 806-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Computer Software; Higher Education; *Library Automation; Microcomputers; *Technical Writing; *Work Study Programs
IDENTIFIERS- Apple Macintosh

A work-study student assistant was employed at the Carnegie Mellon University Engineering and Science Library to help prepare documentation for a new library program. The student, a junior professional writing major, used the Apple Macintosh microcomputer to design a brochure, billing worksheet, and spreadsheet for the new program. On completion of the original project, the student assistant continued at the library 15 hours a week until her graduation. Her work included developing a circulation system training manual, designing screen panels for the online information system, and producing in-house publications using desktop publishing software. An unanticipated bonus for the student was the creation of a portfolio, to be used on job interviews with potential employers. (MES)

ED 329 311 JC 910 136

A Report on Literacy Services in Texas Public Community Colleges and Technical Institutes.
Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- Feb 91
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; College Role; *Community Colleges; Institutional Role; *Literacy; Program Descriptions; Questionnaires; *Remedial Programs; State Surveys; Statewide Planning; Tables (Data); *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

In 1991, a study was conducted of the 71 community colleges and technical institutes in Texas to generate a description of existing literacy programs and activities. A total of 61 surveys were returned for an 89% response rate. Findings from the study included the following: (1) 66% of the institutions cited the lack of resources as the predominant problem in defining and/or implementing literacy services; (2) 34% felt that community colleges and technical institutes should play the role of coordination and partnership for literacy programs, 32% felt they should assume a major leadership role, and 27% believed that institutions should serve primarily as providers of remediation services; (3) 77% reported providing services for adults performing below entry-level, while 21% of the institutions not offering literacy services reported plans to do so in the future; (4) about two-thirds of the institutions used a locally-developed curriculum; (5) literacy activities tended to be concentrated in the southeastern, southern, and northern regions of the state; and (6) 78% of the literacy programs provided services year-round. Study recommendations called for further research to assist the educational system in defining "literacy services," identifying literacy students, establishing performance measures, and improving data collection and reporting at the local level. Data graphs and tables, the survey instrument, and a list of responding institutions are included. (JMC)

ED 329 324 JC 910 165

Cooper, Ernest C.

The Standardized Faculty Schedule: A New Methodology for Interinstitutional Comparison of Faculty Salaries.

PUB DATE- 19 Apr 90
NOTE- 12p.; Paper presented at the Annual Research Conference of the California Association of Community Colleges (28th, Asilomar, CA, April 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Community Colleges; Comparative Analysis; *Computer Oriented Programs; Data Analysis; *Matrices; *Research Methodology; Research Problems; Spreadsheets; *State Surveys; Tables (Data); *Teacher Salaries; Two Year Colleges
IDENTIFIERS- California

For a number of years, the California community colleges have used data from annual statewide surveys conducted by the Kern Community College District and the California Community College Trustees (CCCT) for comparative faculty salary information. Both the Kern and CCCT studies rely upon the device of selecting benchmark points (such as the "maximum non-doctorate" salary) on each schedule rather than reporting all salaries on the schedule, an approach which presents certain methodological limitations. A more appropriate method would be to develop standardized salary schedules using the newer technology of the desk-top computer spreadsheet. With an electronic spreadsheet program, it is possible to compare or average the large groups of data found in salary schedules, either in a pay-scale step-by-step, or faculty member-by-faculty member basis. To test this approach, salary schedules of the 15 largest single-college districts in California were analyzed using a spreadsheet matrix which contained standardized salary rankings along the X-axis, with each district represented along the Y-axis. All colleges were fit into the matrix, making it possible to arrive at schedule averages for each college. Based on these figures, a series of salary comparisons were made, including a cell-by-cell comparison, a comparison adjusting for the cost-of-living differences between districts, and a comparison of actual salaries paid to a college's faculty with salaries these same faculty would be paid if employed under another college's salary schedule. Tables of spreadsheet results are included. (JMC)

ED 329 340 PS 019 441

Dodge, Diane Trister; Colker, Laura J.

The Creative Curriculum for Family Child Care.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 91
NOTE- 250p.; For a companion trainer's guide, see PS 019 442.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Child Development; Curriculum; Early Childhood Education; Educational Environment; Educational Philosophy; *Family Day Care; Learning Activities; Parent Teacher Cooperation; Program Development; Program Implementation; Teaching Methods
IDENTIFIERS- *Creative Curriculum for Family Child Care; *Curriculum Implementation

Designed to provide practical and comprehensive assistance to family child care providers in a range of settings, this curriculum consists of two parts. Part 1, Setting the Stage, helps caregivers formulate a philosophy of child care, understand child development, prepare their homes, and plan their programs. It includes many ideas for making the home environment safe and inviting, selecting the right kinds of materials, managing the day, guiding children's learning and behavior, and building a partnership with parents. Part 2, Activities, offers ideas on ways to select materials and plan experiences that help infants, toddlers, preschoolers, and school-age children grow and develop. The nine types of activities described in Part 2 are: dramatic play, blocks, toys, art, books, sand and water, cooking, music and movement, and outdoor play. (RH)

ED 329 386 RC 017 933

Rosenfeld, Stuart A., Ed.
Looking Forward: Visions of the Future of the South. The 1984 Report of the Committee on Southern Trends of the Southern Growth Policies Board.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- Aug 84
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Black Population Trends; *Economic Change; Economic Research; Exports; Information Technology; Labor Supply; *Population Trends; *Prediction; *Socioeconomic Influences; Technological Advancement; Trend Analysis; Urbanization
IDENTIFIERS- *United States (South)

Written for Southern policymakers, this report forecasts economic changes in the South. It addresses demographic factors, traditional economic concerns, and emerging economic realities which already influence, or are likely to influence, economic life in the South. Trends and issues include: (1) the aging of the population largely due to retirees moving into the region; (2) the returning migration of blacks with different socioeconomic backgrounds; (3) the future change in supply of and demand for the South's labor force as a consequence of reduction in young labor market entrants and an increase in the net labor force; (4) the metropolitanization of the economy; (5) components of the "new" business climate characterized by intense competition; (6) the increasing importance of southern agriculture and lumber industries; (7) the emergence of an information economy and the need of new information infrastructures; (8) telecommuting (flexibility in the work site due to use of computer and communication technology); and (9) protection of future quality of coastal and surface waters. Each section lists policy considerations associated with the issue presented. A list of selected resources on each topic is also included. (KS)

ED 329 400 RC 018 012

Hull, Jill; Osborne, Pat

P.M. Academy: A Latch-Key Alternative.

PUB DATE- Oct 90

NOTE- 15p.; Paper presented at the Annual Conference of Rural and Small Schools (12th, Manhattan, KS, October 29-30, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- After School Education; *After School Programs; Elementary Secondary Education; *Extracurricular Activities; Latchkey Children; Program Design; *School Age Day Care; *Small Schools

With over half of mothers of school-age children in the labor force, there is a growing need for after-school child care. This paper describes an after-school program in a small Kansas elementary school. Of a total school enrollment of 270 students, 120 are enrolled in the after-school program. Activities include story telling, crafts, computers, quiet room, Spanish club, math club, cooking classes, refreshments, and outside play when weather permits. The program is free. Two teachers direct the program, and volunteers help with many of the activities. For educators considering an after-school program, specific advice is offered on costs and funding sources, handling facilities conflicts, transportation options, staff and duties, focus of the program (babysitting versus educational experience), discipline, and program planning. A list of possible activities, sample monthly schedules, and a form letter about discipline problems are included. (SV)

ED 329 498 SO 030 281

Altbach, Philip G.; Kelly, David H.

Education for International Development. International Development and the Foreign Student: A Select Bibliography.

National Association for Foreign Student Affairs, Washington, D.C.

PUB DATE- Aug 84

NOTE- 19p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Developed Nations; *Developing Nations; Foreign Countries; *Foreign Students; Higher Education; International Education; *International Educational Exchange; Student Exchange Programs; Student Experience; *Student Needs

This bibliogaphy provides references about a set of topics concerning the relationships between international development and the foreign student. The focus is on not only the contributions of foreign students to the social and economic development of their home countries, but also concerns related to issues of curriculum, re-entry problems, and the nature of the programs and experiences of developing nation students in the industrialized nations. The sections of the bibliography include: general, curriculum, attitudes, re-entry, and brain-drain. (DB)

ED 329 110 FL 019 078

Halliday, M. A. K.
The Place of Dialogue in Children's Construction of Meaning.
PUB DATE- May 90
NOTE- 14p.; Paper presented at the International Conference on Analysis of Dialogue (3rd, Bologna, Italy, May 2-5, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, 'Papers Presented at...'' (150)
DESCRIPTORS- *Child Language; *Dialogs (Language); *Interpersonal Communication; *Language Acquisition; Language Research; *Linguistic Theory; Parent Child Relationship; *Semantics

From the beginning of life, a child's acts of meaning are joint constructions, enacted through dialogue between himself and a significant other by reference to whom he is achieving a personal identity. When the child begins to control his material environment, he begins the transition to systematic symbolic construction. At the same time, he is construing his body and achieves the semiotic freedom of construing meanings into systems. This choice of meaning is the essential characteristic of protolanguage. The second major transition is from protolanguage into language, which includes grammar. The basic form of information is turning shared experience into meaning. Conversation evolves as the joint construal of shared experience, whereby phenomena accessible to both parties' consciousness are turned into meanings through dialogue. In the course of time the child discovers that language can take the place of shared experience. In early child language development, narrative is a form of dialogue, verbalization of shared experience so it can become part of a shared construction of reality. Examples are drawn from interactions of a young child with his parents. (MSE)

ED 329 127 FL 019 101

Voss, Bernd
"UNICERT," or: Towards the Development of a Unified Language Certificate for German Universities.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; College Second Language Programs; *Difficulty Level; Foreign Countries; Higher Education; *Language Proficiency; *Languages for Special Purposes; Program Design; *Second Language Learning; Standards
IDENTIFIERS- *Germany; *UNICERT

The standardization of second language proficiency levels for university students in Germany is discussed. Problems with the current system, in which each university has developed its own program of study and proficiency certification, are examined and a framework for development of a unified language certificate for all universities is outlined. Major features of the proposal include the following: (1) independent language programs taught by professional language teachers, on normal contracts, within university language schools or departments; (2) qualifications at three levels of achievement, equivalent to three successive stages of instruction of about 150 instructional hours each; (3) languages-for-special-purposes options of about 80 instructional hours at the third (highest) level; and (4) certification at levels one and two based on course completion, and certification at level three by separate oral and written examinations. Each of these features is examined in greater detail. The status of the proposal in the process of national acceptance among institutions is noted briefly. (MSE)

ED 329 159 HE 024 259

Freund, William H.

Race/Ethnicity Trends in Degrees Conferred by Institutions of Higher Education: 1978-79 through 1988-89. E.D. TABS.

National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Jan 91

NOTE- 31p.; Data Series: DR-IPEDS-88/89-7.1.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- *Academic Achievement; Bachelors Degrees; Data Collection; *Degrees (Academic); Doctoral Degrees; Ethnic Groups; Females; Higher Education; Longitudinal Studies; Males; Masters Degrees; Minority Groups; National Surveys; Postsecondary Education; Statistical Data; Statistical Surveys

This report details information on the number of degrees conferred by the nation's postsecondary education institutions. The data are from the Integrated Postsecondary Education Data System (IPEDS) 1988-89 Completions Survey. Among the findings are the following: (1) the rate of growth in degrees conferred to females between 1986-87 and 1988-89 exceeded that for males at all levels of awards; (2) women accounted for a higher proportion of associate degrees (57.5% of 429,946) than their share of any other award level; (3) education and business management, with 82,238 and 73,154 awards respectively, accounted for about 50% of the total master's degrees awarded in 1988-89; (4) the number of doctoral degrees awarded in 1988-89 increased 2.4% annually from 1986-87 to 35,692, with over half the increase attributed to nonresident aliens; (5) in 1988-89, the number of bachelor's degrees awarded (1,015,000) by higher education institutions exceeded the 1 million mark for the first time in the nation's history and represented a 2.4% increase over 1986-87; and (6) the most prevalent fields of study among bachelor's degree recipients in 1988-89 were business and management (246,659), social sciences (107,714), education (96,988), engineering (85,273), and health professions (59,111). No other field of study exceeded 50,000 bachelor's degrees in 1988-89. (GLR)

ED 329 206 HE 024 337

Supplemental Report on Academic Salaries, 1988-89: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation. Report 89-26.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Sep 89

NOTE- 52p.; For a related document, see HE 024 338.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Higher Education; *Medical Schools; *Salaries; State Surveys; *State Universities; Teacher Salaries; Two Year Colleges

IDENTIFIERS- *California

This report presents descriptive data on administrators' salaries at the University of California and California State University, faculty salaries at the California Community Colleges, and salaries of University of California medical faculty. Part 1 presents an overview of faculty salaries in the California Community Colleges and estimates the mean salary of regular and contract faculty at $42,035. Part 2 shows the salaries of campus-based and central office administrators at the University and the State University, with comparison institution data for the campus-based positions. Part 3 shows salaries for University full-time faculty physicians in the specialties of general medicine, surgery, and pediatrics, in comparison to those received by their counterparts at comparable institutions. Much of the data is presented via 17 tabular displays. The University of California report on medical school clinical compensation plans and clinical faculty salaries, 1979, is appended. (DB)

ED 329 222 IR 014 863

Sharon, Donna
Educational Television in English-Language Schools in Ontario: Teacher Survey, 1989-1990. Working Paper 90-8.
Gallup Canada, Inc.; TV Ontario, Toronto.
PUB DATE- Sep 90
NOTE- 81p.; Working Papers of Planning and Development Research, TVOntario. Developed in conjunction with Gallup Canada. For a report on French-language schools, see IR 014 882.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Television; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Instructional Materials; Longitudinal Studies; Professional Development; *Programing (Broadcast); Secondary School Teachers; Surveys; Tables (Data); *Teacher Attitudes; *Use Studies; *Videotape Recordings
IDENTIFIERS- *English Language Schools; Ontario

This report presents the results of an extensive mail survey of Ontario elementary and secondary school teachers which was conducted in 1990 to explore their use of school television and video, and of TVOntario instructional programs and support materials. Where possible, the findings have been compared with those of a similar survey conducted in 1985. Based on responses received from 1,661 teachers (a 50.3% return), the report provides detailed information on the use of television and video in the classroom, the use of selected TVOntario broadcast programs and series, teacher attitudes toward educational television usage, school system support for television and video use, and the use of television for professional development. Teachers reported that secondary science programming and the School Broadcasts publication and TVOntario teachers' guides have been the most successful; fewer teachers have used other TVOntario publications or obtained assistance from TVOntario-trained television resource teachers. Teachers' responses also indicate that they have adopted video and educational television as a valuable aid, and that they are using varied approaches to integrating video use in instruction. The narrative report is supplemented by 21 tables, and a summary in French is provided. (DB)

ED 329 238 IR 014 896

Robredo, Jaime; And Others

Some Problems Involved in the Installation of Advanced Information Systems in Developing Countries.

PUB DATE- 89

NOTE- 25p.; Paper presented at the Annual Conference of the International Federation of Library Associations (55th, Paris, France, August 14-19, 1989). For other papers of this conference, see IR 053 253-264. For a French version of this paper, see ED 326 227.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Developing Nations; Economic Development; *Information Networks; *Information Technology; Information Transfer; International Cooperation; International Organizations; *Scientific and Technical Information; *Technology Transfer; Telecommunications

For over 30 years the installation of information systems has been promoted in developing nations by international organizations and international consultancies in order to transfer technical expertise from the industrialized countries to the Third World. While some have questioned the value of indiscriminately transferring scientific and technical information without ensuring some means of adapting the new techniques to local conditions, others welcome the social and economic development that technological advancement can offer. There are, however, a multitude of factors that affect programs for the transfer of information technology and the development of information networks including: (1) the negotiation process; (2) the physical environment; (3) the political and economic infrastructure of the receiving country; (4) technological assimilation and support training; (5) administrative support; and (6) training and support for local staff. Attention to these factors can lessen the chances of failure for international cooperation, but they cannot by themselves guarantee success. (49 references) (DB)

ED 329 298 JC 910 083

Cooper, Elizabeth L.
An Analysis of Student Retention at Snead State Junior College.
PUB DATE- Dec 90
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Day Students; *Dropout Characteristics; Dropout Research; *Dropouts; *Enrollment Influences; Evening Students; Literature Reviews; Questionnaires; Stopouts; Student Attitudes; Student Behavior; Student Educational Objectives; Tables (Data); Telephone Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Snead State Junior College AL

In 1990, a study was conducted at Snead State Junior College (SSJC) of students who were enrolled at the college in fall 1989 or winter 1990 but did not return in the subsequent quarter. Of 661 students identified as nonreturning, 489 were surveyed by telephone to determine their reasons for not returning. Demographic data on these students were obtained from college records to generate a profile of nonreturning students and to compare demographic data with stated reasons for not returning. Study results included the following: (1) the nonreturning student profile did not differ greatly from the student body as a whole, although slightly more female and day students did not return; (2) younger students and male students dropped out more often because of conflicts between school and jobs, while female students more often cited family responsibilities; (3) 32% of the respondents indicated an intention to return to SSJC at a later date; and (4) except for difficulties with scheduling necessary classes, most of the reasons given by students for not persisting were related to factors external to and beyond the control of the college. Based on study findings, it was recommended that the schedule of classes be planned on a yearly basis and made available to counselors and students; that the college develop a plan for continuing contact with nonreturning students and develop a better system for long-range enrollment analysis; and that the study of attrition be repeated in 3 to 5 years. A literature review and the survey instrument are included. (JMC)

ED 329 414   RC 018 030

Duke, Charles R.; Gates, Robin

The Status of Teacher Induction Programs in Rural Pennsylvania School Districts.

SPONS. AGENCY- Pennsylvania State System of Higher Education, Harrisburg. Pennsylvania Academy for the Profession of Teaching.

PUB DATE- Dec 90

NOTE- 81p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Role; *Beginning Teacher Induction; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Mentors; Needs Assessment; *Program Evaluation; *Rural Schools; Teacher Characteristics; Teacher Orientation; Teacher Role; Teaching Skills

IDENTIFIERS- *Pennsylvania

Thirty-nine rural school districts in Pennsylvania responded to a survey designed to study new teacher induction programs. The total sample population of 392 included mentor/support teachers, inductees, and induction coordinators. Based on the survey data and information from 29 districts' documents, this report gives detailed descriptions of these groups' characteristics, needs, training, and responsibilities. Recommendations for strengthening future plans are: (1) mentor training should be a key component in any induction plan and districts should allow sufficient time; (2) time must be found within the regular constraints of the teaching day for mentors and inductees to work together; (3) closer attention needs to be paid to the design and use of the inductee needs assessment and the design of a program's final evaluation in districts; (4) districts should develop specific guidelines in their written induction plans for meeting the needs of experienced teachers new to a district as well as the needs of specialized teacher populations; (5) higher education should be involved in district induction programs; and (6) improvement in communication with all parties involved in the district's induction program is needed. Further information about the survey participants is presented in appendices, as well as several survey instruments. (KS)

ED 329 271 IR 053 462

Allen, Christine
Procedures Handbook for Elementary School IMC Clerks. Revised.
Riverside Unified School District, Calif.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Learning Resources Centers; Library Materials; *Library Technical Processes; *Library Technicians; On the Job Training; Postsecondary Education; Reference Materials; School Libraries; Self Evaluation (Groups); Worksheets
IDENTIFIERS- *Library Procedures; Riverside Unified School District CA

This training manual describes and explains the variety of tasks performed by library clerks in the Riverside (California) Unified School District's elementary school instructional media centers (IMCs). It is noted that the job responsibilities of these clerks fall into four areas with specific duties relating to each: maintenance of the collection; the circulation of materials; the maintenance of a pleasant and orderly environment; and the provision of a variety of direct services to support the instructional program. Specific duties described include materials selection and processing, organization, check-out, shelving, repair, and card catalog and shelflist maintenance. The manual concludes with a glossary and 20 appendices. The latter include an IMC clerk self-evaluation form, bills of rights from the American Library Association and the American Association of School Libraries, and a variety of library procedural forms. (MAB)

ED 329 462   SO 021 129

Arvin, Isobel S.
The Amish in Indiana.
University of Southern Indiana, Evansville.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 91
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Amish; Cultural Education; Educational Resources; Elementary Education; Learning Activities; *Religious Cultural Groups; *Social Studies; Teaching Methods
IDENTIFIERS- *Indiana

Four lesson plans for teaching elementary students about the Amish in Indiana are presented in this document. The lessons include: (1) using periodicals to learn about Amish life; (2) using the budget to learn about Amish life; (3) simulating a day in an Amish school; and (4) visiting the Amish. A 14-item list of resources for teaching about the Amish also is included. (DB)

ED 329 095 EC 300 091

Monaco, Theresa; Goodner, Jane

Gifted Teenagers with Problems: Three Case Studies.

PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) I
DESCRIPTORS- *Adolescents; Behavior Problems; Case Studies; Cultural Differences; Emotional Problems; *Gifted; Individual Development; Junior High Schools; Parent Teacher Cooperation; Preadolescents; Special Programs; *Student Needs; Teaching Methods; Teamwork; Underachievement

Case studies are presented of three gifted students, indicating the social and academic problems which are standing in the way of their potential development. The students include a Vietnamese-American ninth-grade girl who has difficulty with English and does not feel accepted by other students, an underachieving seventh grade boy who speaks out and continually makes noises, and a junior high boy who fails to turn in daily assignments and has no patience with routine tasks. The paper concludes that needs of the "problem" gifted are not being adequately met in the present system. The importance of differentiating curriculum and suiting it to students' individual needs is emphasized. Parents are encouraged to honestly face their child's problems, discuss options, and work with professionals in securing the best situation possible for their child. Counselors and teachers are urged to work together in planning interventions for troubled gifted teenagers. (JDD)

Hibpshman, Terry
A Review of the Parent and Child Education (PACE) Program.
Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.
PUB DATE- Jul 89
NOTE- 54p.; Supersedes ED 323 026. Some graphs contain very small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Failure; Adult Basic Education; Children; *Family Programs; High School Equivalency Programs; Parent Attitudes; Parent Influence; Preschool Education; Prevention; *Program Evaluation; *Research Needs; State Programs
IDENTIFIERS- *Kentucky; *Parent and Child Education Project

This review of the Parent and Child Education (PACE) program discusses the professional literature that supports the PACE model, data analysis of the program, and suggestions for improving the design of program evaluation. The PACE program is based on widely accepted ideas about the relationship between family characteristics and children's educational and social outcomes. An extensive literature shows that parental behaviors and attitudes are associated with children's vocational aspirations, and that these aspirations are related to educational achievement. Based on this literature, PACE hypothesized that an intergenerational cycle of undereducation in some families results in educational failure. The program hopes to change parental attitudes that undervalue education and to cause parents to serve as better educational role models and teachers of their children. Results of various investigations show that PACE met its initial objective of causing 70 percent or more of adult participants to obtain a GED (General Educational Development) diploma, improve academics by two grade levels, or complete one program cycle. An implicit objective of changing parental aspirations for their children's educational outcomes was also met. However, the program needs an evaluation effort capable of demonstrating its effectiveness and cost-efficiency. Seventeen tables and charts and 74 references are included. (RH)

ED 329 401 RC 018 014

VanSciver, James H.
Delaware's Rural Assistance Council Promotes the Rural Agenda in the First State.
PUB DATE- 90
NOTE- 6p.; Paper presented at the Annual Meeting of National Rural Education Association (Boulder, CO, October 5-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; *Educational Planning; Elementary Secondary Education; Lobbying; *Political Issues; Rural Education; *Rural Schools; *School Community Relationship; School Support
IDENTIFIERS- Delaware; *Research for Better Schools Incorporated

The Delaware Research for Better Schools Rural Assistance Council's (RAC) mission is to develop a rural assistance agenda for the state. The Council stated four objectives: (1) identifying the most pressing needs of Delaware's rural schools and school districts; (2) developing plans, in cooperation with appropriate state organizations, for attending to those needs; (3) outlining an operational agenda for carrying out the plan; and (4) establishing a network of Delaware organizations and associations and enlisting their assistance in carrying out the plan. The Council met with representatives from the rural school systems to identify the pressing needs. Next, a team visited various organizations (both education and noneducation) to gather responses to the identified issues. The RAC then developed a legislative agenda consisting of the following four items: (1) continued State promotion of the Division III funding process, which attempts to equalize current expense monies to school districts; (2) sufficient funding to fully implement the last restrictive environment initiative; (3) a reduction of the number of teacher units needed to qualify for a second principal from 55 to 50; and (4) the implementation of a formula to equalize major capital improvement funding for facilities. Political and business leaders from Delaware presented the RAC's issues at a banquet for over 300 educators, farmers, and small businessmen. Future plans include sponsoring conferences addressing higher order thinking skills, drugs, and technology. (KS)

ED 329 430   SE 051 951

Weaver, Constance L.
Young Children Learn Geometric Concepts Using Logo with a Screen Turtle and a Floor Turtle.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Concept Formation; *Early Childhood Education; *Geometric Concepts; Geometry; Kindergarten; *Learning Activities; Mathematics Education; Preschool Education; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

This research was designed to investigate several primary questions in comparing the Logo floor turtle to the Logo screen turtle: (1) Do young children gain different geometric concepts from experiences with the floor turtle than they do with the screen turtle? (2) Do young children learn to use the four basic Logo commands more efficiently with the floor turtle than they do with the screen turtle? (3) Do young children prefer interacting with the floor turtle or the screen turtle? (4) Do the children who learn Logo gain more in perspective-taking ability than do the children who do not learn Logo? (5) Do the children who learn a single-key version of Logo in a geometry setting learn more geometry concepts than the children who did not learn Logo? This study included 17 4-year-old and 79 5-year-old children who were members of 5 classes in the suburbs of Buffalo, New York. A four (turtle, screen, paths, control) by four (four different teachers) design was used with planned contrasts for the kindergarten children. The preschool children were placed into either the floor turtle group or the screen turtle group. The initial lessons of Clements' and Battista's Logo Geometry Curriculum (1989) were used to teach Logo and elementary concepts of geometry related to path. The children in the experimental groups averaged two to three computer sessions per week for about 6 weeks. The results of the study were mixed. Significant differences in ability to use Logo were not found between groups, nor did the children show a clear-cut preference for one kind of turtle over another. The children's perspective-taking abilities did not change over the time of the study, and while geometry scores did improve, no significant differences between groups were found on the geometry tests. (Author/KR)

ED 329 445 SO 020 408

Household and Family Characteristics: March 1988. Population Characteristics.

Bureau of the Census (DOC), Suitland, Md.
PUB DATE- 89
NOTE- 152p.; Tables, the major part of the document, contain small type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Blacks; Dependents; Educational Attainment; Employment; Family (Sociological Unit); *Family Characteristics; Family Size; Family Structure; Heads of Households; Hispanic Americans; Population Distribution; Racial Composition; Tables (Data); Whites

This annual report contains 25 tables of detailed demographic data on household and family characteristics for March 1988. The estimates are based on information gathered in the Annual Demographic Supplement to the Current Population Survey and are appropriate for use by teachers developing lesson plans and by students working on class projects. These estimates are based on sample surveys and are thereby subject to sampling variability. Comparisons with previous findings have not been included as in the past in an effort to provide the data to the general public as quickly as possible. Some of the highlights of the findings include: (1) There were 91.1 million households in March 1988, a net increase of 10.3 million since 1980. (2) There was an average of 2.64 persons per household in 1988, down 0.12 persons from the 1980 average. (3) The number of householders under 25 years of age has declined by 20 percent since 1980. (4) The number of one-parent situations has increased by 2.4 million since 1980, reaching a total of 9.4 million in 1988. (JB)

ED 329 483 SO 021 173

Rosal, Lorenca Consuelo; And Others
The Other Boston Tea Party. Teacher's Guide.
New England Foundation for the Humanities, Boston, MA.
PUB DATE- 90
NOTE- 116p.; This teacher's guide is designed to accompany the video tape, "The Other Boston Tea Party."
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Drama; Elementary Secondary Education; *History Instruction; Instructional Materials; Learning Activities; Social Studies; Teaching Methods; *United States History; Videotape Recordings
IDENTIFIERS- Antifederalists; Federalists; *United States Constitution

A teachers' guide is presented that accompanies the video production of "The Other Boston Tea Party," a play used to teach about the U.S. Constitution and American legal and political systems. The play combines a comedy of manners with an historical approach to the issues surrounding the Federalist/Anti-Federalist debate over ratification of the Constitution. In creating a warm but confrontational friendship between aging Revolutionary War populist--Samuel Adams--and the rising young statesman--Harrison Gray Otis, the play creates characters who illuminate the often passionately held issues of the era. The guide is divided into three parts: (1) the introduction, which includes suggestions for teachers and historical background material; (2) a detailed section paralleling the 10 scenes of the play and its prologue; and (3) appendices with special teaching tips, the complete glossary, and an index to activities. (DB)

ED 329 499 SO 030 346

Geils, Kenneth, Ed.
Passages from India, Vol. 2.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 90
NOTE- 299p.; For related document, see SO 030 347.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anthologies; *Cultural Education; Educational Resources; *Foreign Countries; Foreign Culture; Instructional Materials; Secondary Education; *Social Studies; World History
IDENTIFIERS- *India

This is compendium of readings designed for use in the secondary classroom to assist with the study of India. There are seventeen categories of readings: (1) introduction to the subcontinent; (2) description of society; (3) caste and its continuing impact; (4) leadership roles; (5) women in India; (6) role playing in society; (7) marriage; (8) children; (9) urban-rural: description of life; (10) the monsoon; (11) cultural interplay; (12) another cradle of religion; (13) history: coming to India; (14) history: background to freedom; (15) Gandhiji; (16) history: the road to independence; and (17) politics and poker. A 17-item bibliography is included. (DB)

ED 329 191 HE 024 307

Bahr, Rose Therese
Ethical Issues within the Gerontological Nursing Curriculum.
Southern Regional Education Board, Atlanta, Ga.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing.
PUB DATE- 91
NOTE- 13p.; Paper presented at the "Ethical Issues within the Gerontological Nursing Curriculum" conference.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; *Curriculum; Educational Practices; *Ethical Instruction; *Ethics; Geriatrics; *Gerontology; Graduate Study; Higher Education; *Nursing; *Nursing Education; Older Adults; Problem Solving; Professional Education; Teaching Methods; Undergraduate Study

This presentation focuses on ethical issues that need to be addressed within the gerontological nursing curriculum for preparing nurses to become change agents and catalysts in the health care of the older population. Ethics and ethical principles are defined, and three ethical principles are discussed: justice; beneficence; and autonomy. State-of-the-art practices in entry-level and advanced-level preparation of gerontological nurses are identified, including types of programs, length of preparation, focus of preparation, primary work setting, and primary and secondary nursing roles. Ethical issues in the areas of nursing curriculum, nursing faculty, students, nursing practice, and problem-solving strategies are then addressed. The paper examines different approaches to patient care required in various settings, considers assessment skills and competencies of nursing students regarding the unique health needs of older adults, explores why nurse faculty are reluctant to teach content on aging, and analyzes student attitudes toward older adults. (JDD)

Jennejahn, Judith; Rich, Margaret
New York State Periodical Index.
PUB DATE- 26 Sep 88
NOTE- 21p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this workshop, see IR 052 806-813.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Databases; *Computer Software; *Government Publications; *Indexes; Library Associations; Microcomputers; *Periodicals; State Agencies
IDENTIFIERS- IBM Personal Computer; *New York; Printed Materials

This description of the development of an index to periodicals published by New York State agencies begins by discussing the criteria used in determining which titles to index, which years to cover, and what subject headings to use. Recruitment of indexers and the development of indexing guidelines by the Government Documents Roundtable of the New York Library Association are then described, and the features of CINDEX, the high performance program for the IBM PC which was chosen for preparing the index, are noted. The use of the New York State Library's STAR SYSTEM for producing an automated database as well as printed copies is briefly described. The report concludes with a discussion of the status of the project. Copies of memos from editors to indexers, the bibliographic entry record forms, and several sample pages from the first edition of the index are attached. (MES)

ED 329 312 JC 910 140

General Education: The Challenge of the 1990s. The Community College General Education Association Conference Proceedings (New York, New York, November 2-3, 1989).

Community Coll. General Education Association, Utica, N.Y.
PUB DATE- Nov 89
NOTE- 94p.; Presentation by P. Colgate utilized overheads which are not included herein.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Business Education; *Community Colleges; *Core Curriculum; Critical Thinking; Curriculum Evaluation; Educational Development; Educational Philosophy; *Faculty Development; *General Education; Interdisciplinary Approach; Learning Theories; Liberal Arts; Minimum Competencies; Racial Factors; Role of Education; Sex Bias; Two Year Colleges; Two Year College Students; Writing Skills

This conference addressed the themes of faculty development in the liberal arts and business careers; class, race, ethnicity, and gender; the canon and conflict of change; and critical thinking, critical writing, and critical living. Following an introduction by Roberta S. Matthews, this collection of conference proceedings contains the following 18 presentations: (1) ''General Education and the Community College,'' a keynote address by Gary E. Miller, with panel responses from Thomas Leemon, Larry Rushing and John Vasquez; (2) ''Striking the Balance: A Funder's View of General Education,'' a keynote address by Alison Bernstein with panel responses from Audrey W. Harrigan, George Higginbottom and Marie Jean Lederman; (3) ''An Archaeology of the Canon: A Liberal Artist Digs the Core,'' by John O. Stevenson, Jr.; (4) ''Criteria for a Canon of Learning,'' by James P. Yess and John W. McCormack; (5) ''Enriching the Culture of the Community College through the Humanities,'' by Evelyn Edson, Teresa Cook, Barbara MacCallum, James R. Perkins, and Kay Bethea; (6) ''A 'Method Core' Curriculum,'' by Norah C. Chase; (7) ''General Education and the Conflict of Change,'' by Pat Colgate; (8) ''Class, Gender and Race: The Connecting Task of Narrative in General Education,'' by Kent Mitchell; (9) ''General Education and the Social Delimitation of Class, Gender, Race and Ethnicity,'' by Richard V. Rapacz; (10) ''Faculty Development: An Essential Component of a General Education Program,'' by Lenore R. Gall; (11) ''The Role Model Problem in General Education,'' by Derek Harrison; (12) ''Alternate Learning Structures to Strengthen General Education for Business Students,'' by Meryl Sussman; (13) ''General Education as a Way Not to Pull the Leg of the Student Body,'' by Silvio Torres-Saillant; (14) ''Interdisciplinary General Education at Daytona Beach Community College,'' by Fred Robbins; (15) ''The Redbook Revisited: The Relationship of General Education to Issues of Excellence and Equity,'' by Evan S. Dobelle and Cal Kolbe; (16) '' General Education and Critical Thinking: The Ostrich and Her Eggs,'' by Jane Ingalls and Nancy Bedford; (17) ''The Non-Traditional Student, General Education and the Library Resources Center,'' by Ngozi Agbim; and (18) ''The Image of the Other: Media Support for a Pluralistic Curriculum,'' by Louise Spain. (GFW)

ED 329 341 PS 019 442

Dodge, Diane Trister; Colker, Laura J.

A Trainer's Guide to the Creative Curriculum for Family Child Care.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

PUB DATE- 91

NOTE- 129p.; For the Curriculum, see PS 019 441.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Caregivers; Curriculum; Early Childhood Education; *Educational Environment; Family Day Care; Guidelines; *Learning Activities; Planning; Resource Materials; Teaching Guides; Teaching Methods; *Training; *Workshops

IDENTIFIERS- *Creative Curriculum for Family Child Care; *Curriculum Implementation

This trainer's guide presents two approaches to working with providers who are implementing The Creative Curriculum for Family Child Care. The first approach involves periodic workshops and sharing sessions for providers. The second approach involves individualized support offered by the trainer in each provider's home. In Chapter I, Planning Effective Training Sessions, a review of knowledge about adult learners provides a basis for planning training. The chapter offers practical suggestions on logistics, training techniques, communication with providers, and assessment of training. Chapter II, Workshops on the Creative Curriculum, includes detailed workshop outlines for each major activity area in the curriculum. Chapters III and IV focus on the process of working with providers in their homes, giving particular attention to preparation of the environment and implementation of activities. These chapters explain what should happen in family child care homes where the creative curriculum is used and indicate the importance of these happenings. These chapters also deal with typical problems that providers experience and strategies for helping providers address such problems. An appendix lists resources that supplement the curriculum and professional organizations providers can join. (RH)

ED 329 372 PS 019 508

Child Care: Almost Ours. An AFL-CIO Guide to Implementing Child Care Laws.

American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.

PUB DATE- 90

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Advocacy; *Day Care; Early Childhood Education; Family Income; Federal Legislation; Federal Programs; Guidelines; Low Income Groups; *Parent Participation; *Program Implementation; Resource Staff; *Statewide Planning; *Tax Credits; *Union Members

IDENTIFIERS- AFL CIO; Child Care and Development Block Grant 1990; *Earned Income Tax Credit; Jobs Child Care Block Grant

On October 27, 1990, Congress enacted comprehensive federal child care legislation targeted toward low-income workers and a broad expansion of assistance to parents through the earned income tax credit. This guide alerts union members to the benefits that are now available under the new law: the Omnibus Budget Reconciliation Act of 1990. The guide also recommends a plan of action at the state level through which unions can influence the crucial first steps involved in implementing this new program. (RH)

ED 329 387 RC 017 939

Mookherjee, Harsha N.

Comparison of Perception of Well-Being among Metro and Non-Metro Population in the United States.

PUB DATE- 13 Jul 90

NOTE- 22p.; Paper presented at the World Congress of Sociology (12th, Madrid, Spain, July 9-13, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Educational Attainment; *Life Satisfaction; Marital Status; Mental Health; *Quality of Life; *Rural Urban Differences; Satisfaction; Sex Differences; Socioeconomic Influences; Values; *Well Being

IDENTIFIERS- General Social Survey; National Opinion Research Center

This paper reports a comparative investigation identifying salient sociological variables associated with the perception of well-being by the U.S. metropolitan and nonmetropolitan populations. Subjective well-being in general and life satisfaction in particular were examined. Data used in this study were derived from the 1978 and 1988 General Social Surveys conducted by the National Opinion Research Center. Sex, age, race, marital status, educational attainment, financial status, and the location of residence are considered as independent variables, and a composite score of subjective well-being is treated as the dependent variable. The perception of well-being was constructed on a cumulative score computed from responses to attitudinal questions in the General Social Survey regarding how happy the respondent was in general, and satisfaction with: (1) the place of residence; (2) non-working activities; (3) family life; (4) friendship; (5) health and physical condition; and (6) financial situation. Stepwise multiple regression analysis was conducted to identify unique effects of each independent variable on the well-being score. Three independent variables had statistically significant regression coefficients: financial status (.265); marital status (.162); and education (.109). On the basis of the results presented in this study, financial status, marital status, and education are the most important factors in the perception of well-being, with race, age, and gender following. No conclusive evidence addresses whether or not metropolitan or nonmetropolitan living has any significant effect on perception of well-being. The paper contains 67 references. (ALL)

ED 329 463 SO 021 130

Reed, Sheila A.

Oliver P. Morton: Indiana's Civil War Governor. A Teaching Unit for Fourth Grade Indiana History.

University of Southern Indiana, Evansville.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 91

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biographies; Civil War (United States); Grade 4; Instructional Materials; Intermediate Grades; Learning Activities Public Officials; *Social Studies; *State History; *State Officials; Teaching Methods; United States History; Units of Stud

IDENTIFIERS- *Indiana; *Morton (Oliver)

A teaching unit is presented for fourth-grade students to learn about Indiana history during the period of 1850-1865. Designed for three to five class periods, the materials include an Oliver P. Morton biography packet, a timeline activity, crossword puzzles, sentence completion worksheet, and an essay test. (DB)

ED 329 516 SP 032 828

Jerich, Kenneth F.

An Analysis of a Staff Development Program in Clinical Supervision and the Realities of the K-12 Instructional Setting: Evaluating Its Impact for Special Groups and the Usefulness in the Supervisory Process.

PUB DATE- 18 Nov 90

NOTE- 30p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Clinical Supervision (of Teachers); Collegiality; Curriculum Development; Elementary Secondary Education; Higher Education; Instructional Improvement; *Program Evaluation; *Staff Development; Summer Programs; *Supervisory Training; Teacher Education

An evaluation is presented of a clinical supervision training course, focusing on the extent to which interaction occurs between teachers and supervisors for the improvement of instruction. Clinical supervision is presented in the course as a repeating cycle of phases: preconference, lesson observation, analysis of the lesson observation, postconference, and the recycle of phases 1-4 for improvement. Definitional techniques of clinical supervision presented in the sessions include: (1) identifying the teacher's concerns about instruction; (2) translating teacher concerns into observable behaviors; (3) identifying procedures for improving the teacher's instruction; (4) assisting the teacher in setting self-improvement goals; (5) providing feedback using objective observational data; (6) eliciting teacher's inferences, opinions, and feelings; and (7) encouraging the teacher to consider alternative lesson objectives and methods. A description is given of the research design and methodology used to evaluate the effectiveness of the training program, as well as an analysis of the types of impact the clinical supervision course had on 20 novice supervisors as they interacted with their clients during actual school-site and field-based teaching experiences. (JD)

ED 329 111 FL 019 080

Perez, Cesar Morales

Diseno de un curso de lectura para estudiantes de ingles de C.O.U. (Reading Course Design for English as a Second Language Students in Spain).

PUB DATE- 87
NOTE- 23p.
LANGUAGE- Spanish
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *English (Second Language); *English for Special Purposes; Foreign Countries; *Lesson Plans; Reading Comprehension; *Reading Instruction; *Reading Skills; *Teaching Methods
IDENTIFIERS- *Spain

A year long lesson plan is is presented that describes an English-as-a-Foreign-Language (EFL)/English for Specific Purposes (ESP) reading course designed for students in Spain. The reading skills focused on in the plan are clearly those necessary for research or comprehension of technical texts. The theoretical basis of the approach is described, and the phases of instruction to be followed during the course of a three-trimester school year are outlined. General activities to be conducted within this framework are included, and a list of the types of materials that may be used are briefly reviewed. Qualitative results are provided of the successful use of this method, which was implemented at a school in Seville, Spain. Thirty-five references are included. (SR)

ED 329 128 FL 019 102

Piscitelli, Christine D.

Development of an In-Service Course To Assist Subject-Matter Teachers in Addressing the Unique Needs of Students Having Limited English Proficiency.

PUB DATE- 90
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Cognitive Style; *Cultural Awareness; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Language Research; *Limited English Speaking; *Parent Participation; Program Development; Questioning Techniques; School Districts; Second Language Instruction; Second Language Learning; *Student Needs
IDENTIFIERS- *Content Area Teaching

An inservice teacher education course was designed to address the problems of content-area teachers in teaching limited-English-proficient (LEP) students. Goals were for content-area teachers: (1) to gain sensitivity to and understanding of the special needs of this population; (2) to become aware of the cultural and linguistic diversity and contributions of various cultures; (3) to acquire knowledge and techniques for successfully integrating LEP students into classes; and (4) to work closely with LEP students' parents. The 10-session course was developed for a large suburban school district with a growing and diverse LEP population. The course was designed to provide teachers with current research on language acquisition, cultural considerations, learning styles, questioning techniques, successful strategies and methods, and effective student interaction for use with LEP students. Goals and objectives of the practicum were met. Analysis revealed a major improvement in the mainstreaming of LEP students whose teachers had participated in the course. (MSE)

ED 329 160 HE 024 260

Cooper, David Y., III; Ledger, Marshall A.
Innovation and Tradition at the University of Pennsylvania School of Medicine. An Anecdotal Journey.
PUB DATE- 90
NOTE- 342p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- College Buildings; *Educational Change; Educational History; *Educational Innovation; Higher Education; Instructional Development; *Medical Education; *Medical School Faculty; *Medical Schools; Research and Development; Teaching Hospitals
IDENTIFIERS- *University of Pennsylvania

This book presents a researched history of the University of Pennsylvania's School of Medicine and traces its growth, from a couple of courses at the College of Philadelphia in the late eighteenth century, to its 225th anniversary in 1990. Highlighted are the school's contributions to science and medicine made by members of the school's faculty, including: Benjamin Rush; Caspar Wistar; Joseph Leidy; Simon Flexner; Isador Ravdin; and Britton Chance. Among the historical events described are the school's transition into a modern medical school, the development of the surgical department, and the institution's aggressive attempts to understand and attack particular health problems caused by infectious diseases. In addition, it is revealed how the medical school sought to merge private medical schools under the control of schools with academic connections, and how the medical school became the first department in the United States devoted to applying the laws of physics to biological and medical problems. Finally, the school's introduction into the modern era of medical training is discussed as it began to focus more on cell physiology, a new field that was brought about by several Pennsylvania University scientists. This book contains an index and appendixes listing: department heads; a chronology of the buildings of the school of medicine; and a chronology of the school's hospital buildings. (GLR)

ED 329 176 HE 024 288

Reeher, Kenneth R.; Davis, Jerry S.

National Association of State Scholarship and Grant Programs. 22nd Annual Survey Report, 1990-1991 Academic Year.

National Association of State Scholarships and Grant Programs.; Pennsylvania Higher Education Assistance Agency, Harrisburg.

PUB DATE- Jan 91

NOTE- 177p.; For an earlier Survey Report, see ED 305 854.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Administrative Policy; Black Students; College Students; Comparative Analysis; Eligibility; Graduate Students; *Grants; Higher Education; Hispanic Americans; Low Income Groups; Need Analysis (Student Financial Aid); Postsecondary Education; Private Colleges; Public Colleges; *Scholarships; State Agencies; *State Aid; *State Programs; Statistical Data; *Student Financial Aid; Surveys; Trend Analysis; Undergraduate Students

IDENTIFIERS- *National Association State Scholarship Grant Prog

The members of the National Association of State Scholarship and Grant Programs (NASSGP) are surveyed annually in order to collect data on state and territory funded scholarship and grant programs to those undergraduate and graduate students who wish to attend public or private postsecondary institutions. The following are among the highlights reported in this year's survey: (1) states in 1990-91 are expected to award over $2.15 billion in grant aid to over 1.7 million students in postsecondary education; (2) this year's expected growth rate for undergraduate need-based aid is almost 7%; (3) only 17 states are expected to increase their need-based grant dollars to undergraduates this year by 10% or more while 15 states reported expected reductions in grant dollars; (4) the 31 states that have non-need-based grant programs for undergraduates expect to increase their award dollars by 14.1%, to $217.5 million; and (5) collectively, states spend about $10 per resident, $118 per college-age resident, and $314 per full-time undergraduate on their state grant programs. Data analyses are grouped under the following headings, each section consisting of a narrative followed by extensive tables of data: comparative program statistics, 1989-90, 1990-91, and earlier years; new and planned state financial aid programs; distribution of undergraduate need-based aid among student categories; 5-year trends in need-based undergraduate aid dollar volumes by states; and rankings of state grant program expenditures. A listing of NASSGP officers and a directory of state grant agencies are appended. (GLR)

ED 329 207 HE 024 338

Supplemental Report on Academic Salaries, 1989-90: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation. Report 90-21.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Sep 90

NOTE- 33p.; For a related document, see HE 024 337.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Higher Education; Part Time Faculty; Policy Formation; *Salaries; State Aid; State Legislation; *State Universities; Teacher Salaries; Two Year Colleges

IDENTIFIERS- *California

This report presents descriptive data on faculty salaries at the California Community Colleges and administrators' salaries at the University of California and the California State University. Part 1 presents an overview of faculty salaries in the California Community Colleges and estimates the mean salary of full-time regular contract faculty at $44,286. It also discusses several policy implications of the community college data and the California Postsecondary Education Commission's role in examining the use of part-time faculty in community colleges. Part 2 shows the salaries of campus-based and central office administrators at the University of California and the California State University, with comparison institution data for the campus-based positions. It also discusses new Supplemental Budget Language to the 1990-91 Budget Act regarding an expanded review of executive salaries for the University and State University. (DB)

ED 329 239 IR 014 898

Duffield, Judith A.
Problem Solving Software: What Does It Teach?
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Grade 4; Instructional Effectiveness; Intermediate Grades; Learning Strategies; Pretests Posttests; *Problem Solving; Teaching Methods; *Thinking Skills; *Transfer of Training

The purpose of this study was to examine the potential of computer-assisted instruction (CAI) for teaching problem solving skills. It was conducted in three phases. During the first phase, two pieces of problem solving software, "The King's Rule" and "Safari Search," were identified and analyzed. During the second phase, two groups of six fourth-grade students were each observed using one piece of software for seven 30-minute sessions. Think-aloud protocols were collected at the beginning and end of the observational period. Posttests were administered to assess problem solving ability and transfer. In the third phase, these data were first analyzed separately by software, then the results were compared. While the students used limited versions of the strategies the software claimed to teach, students were also found to have developed several strategies that allowed them to succeed in the program without using the desired strategies. No transfer of the problem solving strategies was observed. This type of research will provide valuable clues for the design of effective problem solving software. (21 references) (Author)

ED 329 272 IR 053 463

Ostrow, Stephen E.; Zich, Robert

Research Collections in the Information Age: The Library of Congress Looks to the Future. Center for the Book Viewpoint Series No. 27.

Library of Congress, Washington, DC. Center for the Book.

PUB DATE- 90

NOTE- 25p.; Papers presented at a meeting of the Library of Congress Council of Scholars (Washington, DC, March 10, 1989). Edited by John Y. Cole, Director, The Center for the Book.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; Futures (of Society); *Information Technology; Library Automation; *Library Collection Development; *Library Role; National Libraries; Researchers; *Research Libraries; User Needs (Information)

IDENTIFIERS- *Library of Congress

Library collections and their value and uses in the Library of Congress are the topics addressed in this pamphlet, which features two opposing papers. In "Collections at the Core," Stephen Ostrow argues that priority should be given to such collection-based activities as developing, preserving, and providing access to, in their original formats, bodies of materials that the Library of Congress has custody over. A distinction is made between collection-based and information-based institutions, and it is noted that, while a library may provide access to information if it has a developed collection, the reverse of this statement is not true. In "Idols in the Library," Robert Zich advises scholars not to be misled into mistaking the piece of paper for the facts or fancies which it embodies. This essay advocates the implementation of information technologies in library systems and also recognizes the aesthetic service which libraries provide. An introduction provides background information for the papers, and an epilogue cites a report by the Management and Planning Committee of the Library of Congress (dated November 1988) which embodies the two philosophies: while the Library of Congress can be recognized as a collection-based institution, technological solutions are needed to some pressing collection-based problems. The epilogue also briefly describes one such technological endeavor: the American Memory Program, a 6-year pilot project whose goal is to deliver the content of Library of Congress collections in American history and culture to libraries on optical media. (MAB)

IFLA General Conference, 1990. Division of Bibliographic Control: Open Forum; Section of Cataloguing; Section of Bibliography; Section of Classification and Indexing. Booklet 4.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 90
NOTE- 83p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). The last 2 papers cited in the abstract are in addition to the 8 contained in Booklet 4.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Card Catalogs; *Cataloging; *Classification; Developing Nations; Foreign Countries; *Indexing; Interlibrary Loans; International Organizations; *Library Technical Processes; Online Catalogs; *Optical Data Disks
IDENTIFIERS- International Federation of Library Associations

The 10 papers in this collection were presented at an open forum and meetings of three sections within the Division of Bibliographic Control: (1) "Review of the Work of the Section on Cataloguing 1989/1990" (Nancy R. John and Inger Cathrine Spangen); (2) "Report from the Section on Classification and Indexing" (Dorothy McGarry); (3) "Report of the Section on Bibliography" (Ross Bourne); (4) "Cataloging Simplification: Trends and Prospects" (Karen Horney); (5) "Brief Cataloguing in Card and Online Catalogues" (Anne M. Hasund Langballe); (6) "Current Problems with the MARC/ISBD (International Standard Bibliographic Description) Formats in Relation to Online Public Access of Bibliographic Information" (Oivind Berg); (7) "The Impact of CD-ROM on the End-User" (Derek G. Law); (8) "The Role of UDC (Universal Decimal Classification) in Finnish Classification Policy" (Arja-Riitta Haarala); (9) "IFLA Section on Classification and Indexing, 1977-1978" (E. R. Sukiasian); and (10) "CD-ROM: Its Use in Jamaica and Its Potential for Developing Countries" (June Vernon). (MAB)

ED 329 325 JC 910 172

Barr, Robert
Empowering Research.
Community Coll. League of California, Sacramento. Commission on Research.
PUB DATE- Sep 90
NOTE- 7p.; From the collection of papers entitled "Creating a Research Pervasive Environment," published by the Community College League of California, see ED 326 269.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; *Action Research; College Role; Community Colleges; Comparative Analysis; *Dropout Prevention; *Dropout Research; *Educational Research; *Institutional Research; Research Needs; *Research Utilization; Student Attrition; Two Year Colleges

Research may be divided into two types, "empowering" research and "academic" research. Empowering research seeks to determine how a particular individual or organization can produce a desired result, while academic research is concerned with why a particular condition exists. While academic research might ask "Why do students drop out of school?" empowering research asks "How can a student be enabled to persist?" In addition, academic research attempts to be objective, while empowering research is admittedly and necessarily subjective. Empowering research involves the assumption of responsibility. For example, a college which seeks to reduce student attrition can empower itself to do so by assuming responsibility for student dropout. Both academic and empowering research may examine issues at two different levels: at the student (individual) level and at the institutional (system) level. In the case of student dropout research, research at the individual level is concerned with the student's choice to persist or drop out, while research at the organizational level is concerned with the college's attrition rate. For the most part, the research literature on dropouts has consisted exclusively of academic explanations at the individual level. Thus, many studies have left the impression that little can be done by colleges to retain more students to graduation. Researchers who distinguish between the different types and levels of research can better utilize the combinations that most empower them and their institution to address specific problems and achieve desired outcomes. (JMC)

ED 329 415 RC 018 031

Knapczyk, Dennis
Field Based Preparation of Practicing Teachers Using Distance Education.
PUB DATE- 90
NOTE- 10p.; Paper presented at the Annual Joint Conference of the National Rural and Small Schools Consortium and American Council on Rural Special Education (4th, Tucson, AZ, March 18-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Field Experience Programs; Higher Education; High Risk Students; *Inservice Teacher Education; Multimedia Instruction; Rural Education; *Telecommunications
IDENTIFIERS- *Audiographics; Indiana University

Indiana University uses audiographic technology to provide off-campus graduate level training to teachers of at-risk and mildly handicapped students in several rural communities of southern Indiana. The At-Risk Program consists of six credits of academic instruction and six credits of supervised practicum focusing on school- and curriculum-based approaches to assessment and instructional program development. Training activities are developed and delivered in partnership with a local group facilitator. Audiographic technology permits simultaneous transmission of voice communication and graphic images across local telephone lines. Audiographics is interactive and provides users with the capability of speaking with one another, sharing text and graphic images, and annotating images displayed on monitors. Graphics can be stored, sequenced, and used as part of large group presentations, small group conferences, and individual reporting and feedback sessions. Multiple user sites can be networked together in a conference call format. The audiographic network permits trainees to scan and transmit samples of their work to the university instructor for review, feedback, further discussion, and evaluation. Trainees complete practicum projects in their own classrooms in school-based teams. Some additional advantages of audiographics are: (1) it is user friendly; (2) the equipment is portable; (3) scanned images can be stored on hard or floppy disks; and (4) instructors at both sites can control equipment functions. This paper contains 13 references. (KS)

ED 329 223 IR 014 864

Rowley, Thomas H.; Layne, B. H.

Evaluation of CBI in Accounting Education.

PUB DATE- 90
NOTE- 15p.; Paper presented at the International Conference of the Association for the Development of Computer-based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; College Students; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; Higher Education; *Instructional Effectiveness; *Intermode Differences; Local Area Networks; Microcomputers; Pretests Posttests; Programed Tutoring; Teaching Methods; *Tutorial Programs

Two experiments were conducted to evaluate the effectiveness of a computer-based instruction (CBI) tutorial in accounting education as compared to traditional classroom lectures. In the first experiment (involving over 200 students), two instructors taught one class section each using the lecture method and one class section each using the tutorial. Learning was measured in all four sections by the difference in posttest and pretest scores. In the second experiment, a large class of 100 students was divided randomly into 2 groups with one-half receiving the usual class lecture and the other half using the tutorial program via computer network. Results indicate that under-prepared students using the tutorial showed a greater increase in their amount of learning than those in the control group. However, students with average or above average entry level knowledge in the CAI tutorial group did not show statistically different results from students with average or above average entry level knowledge in the traditional groups. It is concluded that the challenges facing accounting education can be addressed effectively with microcomputer-based CBI applications. Data are presented in both narrative and tabular format. (11 references) (DB)

ED 329 500 SO 030 347

Geils, Kenneth, Ed.
Passages From India, Vol. 1.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 90
NOTE- 233p.; For related document, see SO 030 346.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anthologies; *Cultural Education; Educational Resources; *Foreign Countries; *Foreign Culture; Instructional Materials; Newspapers; Reading Materials; Secondary Education; *Social Studies
IDENTIFIERS- *India

This collection of articles from Indian newspapers is designed for use in the secondary classroom to assist with the study of India. There are 12 categories of articles: (1) Women: Like Avis, #2 But Trying Harder; (2) Calcutta: City of Joy; (3) India: Feeling Its Curry; (4) Us & Them: Misunderstandings; (5) Those Monsoon Showers May Come Your Way; (6) Religious (In)tolerance: The Babri Dispute; (7) Caste and Outcast; (8) Problems Aplenty; (9) Election Year Politics; (10) Isms; Terror, Separat, National...; (11) India's Herblock, Darcy, Oliphant; and (12) Miscellaneous. (DB)

ED 329 096 EC 300 092

Monaco, Theresa; Goodner, Jane

HELP! A Summer Program for the Gifted and Talented.

PUB DATE- 89

NOTE- 12p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Programs; Elementary Education; *Enrichment Activities; Field Trips; *Gifted; Hotlines (Public); Junior High Schools; Mentors; Program Development; Special Programs; Student Evaluation; Student Projects; *Summer Programs; *Talent; Workshops

The University of Houston's Center for Gifted and Talented Education (Texas) conducts summer workshops for teachers and gifted/talented children in a program called HELP (Helping Exceptional Learners Progress). The children learn more about their abilities, interact with other gifted children, and solve some of the problems they face because of their giftedness. The program involves creation of a special student project, field trips on the university campus and to points of interest in the city, and the testing of learning styles and intelligence. The projects of five students, ages 8-14, are described. On field trips, students visited a superconductivity laboratory, learned about newspaper production, and participated in city council activities. Students were administered the Brain Preference Indicator Test, a self-scoring intelligence test, and the Learning Styles Inventory. The teachers/mentors are graduate students majoring in gifted and talented education. The HELP Program maintains contact with HELP graduates through a telephone hotline--students who have problems or just need to talk are encouraged to call the Center for Gifted and Talented Education any time of the day, every day of the year. (11 references) (JDD)

ED 329 144 HE 023 134

Hoving, Kenneth L.; And Others
The Changing Role of the Graduate Dean.
PUB DATE- Oct 89
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- *College Administration; *Deans; Fundraising; *Graduate Study; Higher Education; *Institutional Advancement; Interdisciplinary Approach; *School Business Relationship; *State Universities; Student Recruitment
IDENTIFIERS- University of Louisville KY; University of Oklahoma; University of Washington

Three graduate deans at large state supported universities (University of Oklahoma, University of Washington, and University of Louisville, Kentucky) who are heavily involved in both graduate education and research administration examine trends in higher education as applied to their roles. Areas in which the role of the graduate dean has changed considerably in recent years include: increased interaction with for-profit firms, growth of "nontraditional" programs, growth of interdisciplinary or multidisciplinary centers, graduate recruitment, university and economic development and diversification, and involvement in fundraising. It is concluded that overall, the graduate dean is experiencing a decrease in personal involvement with graduate students and faculty and an increase in interaction with the graduate research arena and the world outside the university. (DB)

ED 329 256 IR 052 811

Kanco, Mary Lee C.; Quinlivan, Kathleen

Physical Condition of the Collections at E. H. Butler Library, State University College at Buffalo: Report of a Survey.

PUB DATE- 26 Sep 88

NOTE- 28p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this workshop, see IR 052 806-813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Comparative Analysis; Higher Education; Hypothesis Testing; *Library Collections; Library Surveys; Preservation; Questionnaires; Research Libraries; *Research Methodology; Tables (Data)

IDENTIFIERS- *Book Preservation

A survey of the collections of the libraries at the State University College at Buffalo (New York) was conducted to determine the physical condition of books and bound periodicals. The methodology of prior surveys at Yale (Connecticut) and Syracuse (New York) Universities was used and the following hypotheses were tested: (1) the methodology used at Yale and Syracuse will work equally well at a smaller institution; (2) the library collection at Buffalo is younger than those of the research libraries; (3) there is more acidic damage to books in the research libraries than at Buffalo; (4) there are more brittle books in the research libraries than at Buffalo; (5) there is more mutilation at Buffalo than in the research libraries; and (6) books which have circulated are more likely to need attention than those which have not circulated. Percentages of brittle, acidic, and damaged books were found to be generally comparable to those reported at Yale and Syracuse. Bound periodicals, classifications C-K, and storage showed the highest degree of damage. The survey validated the usefulness of this methodology for gathering data about physical condition in order to plan preservation activities. Data are displayed in tables throughout the paper. A table showing the breakdown of the collection sample by location on campus and number of books, a copy of the questionnaire, instructions to surveyors, and comparisons of selected collection characteristics among Buffalo, Syracuse, and Yale are appended. (4 references) (Author/MES)

ED 329 299 JC 910 102

Thrall, Marjorie A.

A College Level Program for Instructing the Metric System.

PUB DATE- Dec 90

NOTE- 111p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Community Colleges; Computer Uses in Education; Educational Legislation; *Instructional Material Evaluation; *Instructional Materials; Learning Modules; *Material Development; Mathematics Materials; *Metric System; Needs Assessment; Surveys; Two Year Colleges; Two Year College Students

Although the Congress of the United States has enacted legislation calling for a conversion to the metric system by October 1992, recent government reports suggest that the country may not be prepared to meet that deadline. In an effort to develop a learning module for instructing community college students in the application of the metric system, five needs assessment and evaluation surveys were conducted. The first survey was administered to a target group of six community college science department instructors to determine the length of time it should take students to complete such a learning module. This information was combined with findings from a survey assessing instructional content requirements to develop a first draft of the Metric System module materials. Development of the learning module included creation of pre- and post-tests to assess student learning, a module videotape, an instructional computer program, a student workbook, and an instructor manual. Copies of the first drafts of the student workbooks and teacher's manual were given to the instructors in the initial target group who were asked to recommend changes. In addition, three follow-up surveys were created for faculty to evaluate the module videotape, the tutorial computer program, and the complete learning module. All faculty who completed the follow-up surveys gave approval to the materials which had been developed. A literature review, plans for implementing the module among all biology students at a targeted community college, the videotape script, survey instruments, summaries of instructors' comments and recommendations, and references are included. (GFW)

ED 329 357 PS 019 469

LaGrange, Annette; Read, Malcolm
Towards a Research Agenda on Child Care in Alberta.
Child Care Matters, Red Deer (Alberta).
PUB DATE- Aug 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Development; Educational Research; Foreign Countries; *Questioning Techniques; *Research Needs
IDENTIFIERS- *Alberta

In this study, a Delphi Method was used to collect and collate opinions of 24 Alberta child care professionals regarding the creation of a research agenda on child care. Findings indicated that the 25 research questions (out of an original list of 80 questions) considered important or very important by at least three-quarters of the participants were spread across 15 topic areas. The eight research questions considered most important were, in order of importance: (1) What knowledge, skills, and attitudes do caregivers need in order to be effective? (2) What is the impact on the quality of care if staff are trained or untrained? (3) What happens to children in family day home care and what are the child outcomes? (4) What criteria are to be used for providing good quality care for infants and toddlers? (5) What is the relationship between pay, working conditions, status, and promotion opportunities and the recruitment and retention of staff? (6) What training and personal characteristics make caregivers effective in working with special needs children? (7) What is the relationship between adherence to regulations and quality care? (8) What impact does parent involvement have on the quality of care? (96 references) (RH)

ED 329 373 PS 019 525

Stipek, Deborah; And Others
Characterizing Early Childhood Education Programs for Poor and Middle-Class Children.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Classroom Research; Comparative Analysis; Early Childhood Education; *Educational Environment; *Educational Practices; *Kindergarten Children; *Lower Class; *Middle Class; Organizational Climate; *Preschool Children; Private Schools; Public Schools; Teacher Attitudes

Instructional practices and social climates of 62 preschool and kindergarten programs serving poor and middle-class children were observed. Analyses revealed strong relationships between the nature of instruction and the social climate. Programs were divided into three types: (1) didactic programs, in which academic skills were stressed in a relatively negative social context; (2) child-centered programs, which deemphasized basic academic skills and offered a positive social context; and (3) intermediate programs, which were positioned between the other two program types. Teachers' beliefs about appropriate education for young childrn were associated with the kind of program in which they taught. Teachers' level of education and experience, and school policies regarding formal evaluation, retention, and testing, were not. Didactic programs were more likely to be private than public and more likely to be attended by middle-class children than by poor children. (RH)

ED 329 402 RC 018 015

Jackson, Dale R., Ed.

Rural Education in Iowa: A Collection of Papers from the Invitational Rural Education Conference (Cedar Falls, IA, April 7-9, 1989). Monograph Series, Volume I, Number 1.

North Central Regional Educational Lab., Elmhurst, IL.; University of Northern Iowa, Cedar Falls. Coll. of Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 167p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Educational Change; *Educational Equity (Finance); Educational Finance; *Efficiency; Elementary Secondary Education; *Rural Education; Rural Schools; *School Community Relationship; School Districts; *School Effectiveness; School Funds; Small Schools; State Government

IDENTIFIERS- *Iowa; Small School Districts

This volume contains short papers and commentaries from a conference on rural education in Iowa. Prefatory notes compare the characteristics of Iowa rural students and rural schools to those of the North Central states in general, and discuss two rural education issues repeatedly identified at the conference--equity of educational opportunities and efficiency of rural school operations. Overall, conference participants suggest that equity and efficiency issues are best addressed through continued innovation in the areas of funding for rural districts, collaboration among rural educators, and coordinated application of technology to rural education. Section I, the keynote address, discusses "Urban Chauvinism and Rural Values." Other sections discuss: (1) school size and curriculum diversity in Iowa, new state curriculum standards, and improving quality and equity of curriculum delivery through whole-grade sharing, interactive television, and magnet vocational schools; (2) school effectiveness in the rural community setting, inherent advantages of small community schools, the importance of the school to its community, and the ongoing threat of school closings and school district reorganization; (3) the Iowa state funding formula, and equity, quality, and efficiency with respect to rural schools; (4) student needs and how rural education can meet them; (5) ways of redesigning Iowa rural schools--sharing, restructuring, and consolidating; (6) elements of effective staff development in rural schools; and (7) planning and implementing technology applications in rural education in Iowa. (SV)

ED 329 431 SE 051 952

Vorsino, Wanda S.

Improving Science Instruction for First Grade Students through Curriculum Development.

PUB DATE- 90
NOTE- 74p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Decision Making; Educational Assessment; Educational Strategies; Elementary Education; *Elementary School Science; Grade 1; Interdisciplinary Approach; *Parent Attitudes; Primary Education; *Questionnaires; Science Activities; Science Education; *Student Attitudes; *Teaching Methods

The goals of this practicum in science instruction for first grade students were to increase science instructional time, develop skills-appropriate instructional strategies, formulate relevant assessment methods, and promote positive attitudes. Grade level teachers met on six occasions to pinpoint science instructional deficiencies, formulate common goals, develop science unit experiences and assessment procedures, and participate in shared decision-making activities. Teachers kept daily records of science instructional time, and science lesson plans outlined hands-on activities, use of learning centers, and subject integrated strategies. Questionnaires were completed by students and parents to ascertain attitudes about science. The report includes a description of the community and work place, a problem description, a causative analysis, a literature review, a detailed outline of goals and expectations, an explanation of the methodology used, a discussion and evaluation of possible solutions, a discussion of results, and a list of recommendations. Students enrollment information, copies of the student and parent questionnaires on attitudes toward science, and a list of performance skills/objectives for science instruction on plants, environment, and the five senses are appended. (Author/KR)

ED 329 446 SO 020 476

Rippberger, Susan

Nicaragua: Educational Policy for Ethnic Minorities.

PUB DATE- 88

NOTE- 22p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Bilingual Education; Educational Needs; *Educational Policy; *Ethnic Groups; Foreign Countries; Government Role; *Government School Relationship; *Indigenous Populations; Literacy Education; Minority Groups; Subcultures

IDENTIFIERS- *Nicaragua

Since taking power, the Sandinista government has made a commitment to educating all Nicaraguans. Under its direction, literacy increased from approximately 50 to 88 percent. Thousands of new teachers were hired, and the number of elementary schools doubled. The official language is Spanish, and the dominant culture, Mestizo (mixed Spanish and Indian). In Nicaragua's coastal Caribbean Region there are several ethnic Indian groups, among which are the Miskito and Sumo, who maintain their own language and unique way of life. The indigenous population has resisted immersion into the national culture, and the use of Spanish as the language of instruction. As a result, the government has made an effort to accommodate their specific educational needs. Native Miskitos and Sumos are trained as instructors to teach in their own area in the native language. Materials have been specially prepared to reflect the Indian language and culture in an effort to make education more relevant. A 14-item bibliography and two maps are included. (Author/JB)

ED 329 464 SO 021 131

Montgomery, Janice, Comp.

Old Schoolhouse Gang: Some Guidelines for School Oral History Projects.

Bartholomew Consolidated School Corp., Columbus, Ind.; Indiana Historical Bureau, Indianapolis.

PUB DATE- 90

NOTE- 15p.; Prepared by Southside Elementary School.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Educational History; Educational Research; Elementary Secondary Education; Grade 6; *Guidelines; *History Instruction; Interviews; Learning Activities; *Oral History; Questioning Techniques; Research Skills; Social Studies; *Student Projects; Student Research

These guidelines for conducting oral history projects are the result of the first efforts at school history of sixth-grade students at the Southside Elementary School, Columbus. While the guidelines stem from a project on a specific topic, they would be useful to students (even students beyond the sixth grade) who wish to do oral history work. Among the questions answered in these guidelines are: Where do I begin?; How do I prepare for an interview?; What do I take to the interview?; How do I conduct the interview?; What questions do I ask?; and What went wrong? An interview information sheet and a sample thank you and follow-up also are included. (DB)

ED 329 484 SO 021 174

Mullins, Sandra L.

Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 90

NOTE- 4p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- Curriculum Evaluation; Educational Improvement; Educational Objectives; *Educational Planning; Elementary Secondary Education; Excellence in Education; Instructional Development; Instructional Improvement

IDENTIFIERS- ERIC Digests; *National Commission on Social Studies in Schools

The National Commission on Social Studies in the Schools was formed in 1987 by the Organization of American Historians, the American Historical Association, and the National Council for the Social Studies to study the state of social studies in the schools and to make recommendations for curricular change. The Commission's curriculum report, "Charting a Course: Social Studies for the 21st Century (1989). is based on an exhaustive examination of the social studies curricula in the past and present. This digest outlines the essential elements of the Commission's curriculum report on goals and general recommendations for the social studies: (1) development of civic responsibility and citizen participation; (2) development of a global perspective through an understanding of students' life experiences as a part of the total human experience, past and present; (3) development of "Critical Understanding" of the history, geography, and the pluralistic nature of the civil institutions of the United States; (4) development of a multicultural perspective on the world's peoples through an understanding of their differences and commonalities throughout time and place; and (5) development of students' capacities for critical thinking about the human condition. Curriculum recommendations for grades K-6, and grades 7-12 are presented along with recommendations about teaching strategies. A 9-item reference list concludes the digest. (DB)

references are included. (SR)

ED 329 112 FL 019 081

Auger, Julie

Les structures impersonnelles et l'alterance des modes en subordonnee dans le francais parle de Quebec (Impersonal Structures and the Alternation of Subordinate Styles in Spoken Quebecois French).

International Center for Research on Language Planning, Quebec (Quebec).

PUB DATE- 90

NOTE- 142p.

LANGUAGE- French

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Foreign Countries; *French; Language Research; *Language Styles; *Language Variation; *Oral Language; Social Influences; *Structural Analysis (Linguistics)

IDENTIFIERS- Quebec

This study focuses on the use of modes that are dependent on impersonal structures found in the French spoken in Quebec. Six impersonal structures are identified as causing modal variation in the subordinate. This variation is constrained mainly by linguistic factors. Social factors also influence the variation, but the amount of influence exerted varies according to the impersonal structure analyzed. Minimal difference is found in the use of modes between French and Quebecois. Conclusions are based on a main corpus of data and personal observations. (SR)

ED 329 192　　　　HE 024 308

Gunby, Susan Sweat
A Framework for Ethical Analysis.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 91
NOTE- 9p.; Paper presented at the "Ethical Issues within the Gerontological Nursing Curriculum" conference.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Decision Making; Ethical Instruction; *Ethics; Geriatrics; *Gerontology; Higher Education; Models; Moral Development; Moral Values; *Nursing Education

This paper on ethical issues in the gerontological nursing curriculum explores meanings of the concept of ethics and differences between ethical decision making and other decision-making processes. Four mind-sets about health care that influence the analysis of ethical dilemmas, identified by M. Aroskar, are described. The contributions of Kohlberg's and Gilligan's theories concerning stages of moral development are noted. A model for ethical decision making, developed by J. E. Thompson and H. O. Thompson, is presented, including the following 10 steps: review the situation, gather additional information, identify the ethical issues in the situation, identify personal and professional moral positions, identify the moral position of key individuals involved, identify the value conflicts, determine who should decide, identify range of actions with anticipated outcomes, decide on a course of action and carry it out, and evaluate/review results. (18 references) (JDD)

ED 329 342 PS 019 443

Farquhar, Sarah-Eve J.
Yet To Make the Grade: New Zealand National Government's Early Education Policy.
PUB DATE- 90
NOTE- 6p.; California Association of Community Colleges (Asilomar, Monterey, CA, April 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developmental Programs; *Educational Policy; Foreign Countries; Government Role; National Programs; *Parent Child Relationship; Parent Education; *Parents as Teachers; *Preschool Education; *Young Children
IDENTIFIERS- *New Zealand

The early education policy of the National Party government in New Zealand is based on the Parents As First Teachers (PAFT) approach and the New Parents as Teachers project, which originated in the United States in Missouri. It is difficult to assess this project, which is not well-documented. The PAFT policy that parents should be home with children recalls the post-World War II political rhetoric about how women should stay home because separation of mother and child is unhealthy for children. Contrary to the National Party's belief, sociologists have found that education as intervention makes little difference in children's life chances. National also seems to have overlooked the question of whether home visits by professionals is a good idea. Research indicates that parents are self-conscious about such visits and find them to be quite threatening. Before policy implementations are made, the Missouri project needs to be thoroughly examined and debated by education specialists and parents. References are included. (BC)

ED 329 388 RC 017 966

Rosborough, Marie; And Others

Rural Education: Some Problems and Solutions for South Carolina Schools.

PUB DATE- 89

NOTE- 40p.; Paper presented at the Annual Convention of the National Rural Education Association (Reno, NV, October 6-7, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Educational Technology; Elementary Secondary Education; Financial Support; Higher Education; Rural Areas; *Rural Education; Rural Schools; *School Demography; Small Schools; *State Universities; *Teacher Recruitment

IDENTIFIERS- *South Carolina; University of South Carolina Columbia

Of South Carolina's 91 school districts, 24 are 100% rural. Comprised of small schools, these districts serve a large, sparsely settled geographic area, have a large minority student population, and are staffed by non-minority administrators and teachers. The small number of students and teachers severely limits a school's ability to provide for the special needs of students at both ends of the academic scale, resulting in lower scores on standardized tests. Most rural districts have relatively low tax bases and are able to generate only limited local funds. Solutions to these problems are being actively pursued. Special minority teacher and administrator recruitment programs provide low interest state loans which can be retired by teaching in a rural area. Collaborations between districts, school-university consortium arrangements, technology for distance learning, and school-based enterprises are overcoming the difficulties in school size to broaden and enrich curricular offerings. Suggestions for subsidizing teacher salaries in rural districts include paying hazardous duty pay, building teacherages or apartments, providing housing supplements or special housing loans, and paying incentives to keep teachers from leaving rural areas. Improving the productivity of rural schools involves changing attitudes about education through parent and community involvement and support. The rural education initiatives of the eight regional campuses of the University of South Carolina are profiled. Thirteen data tables are included in an appendix. (ALL)

ED 329 501 SO 030 355

ILO--The Defender of Teachers' Rights and Working Conditions.
International Labour Office, Geneva (Switzerland).; World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE- Aug 82
NOTE- 83p.; Proceedings from a World Confederation of Organizations of the Teaching Profession (Geneva, Switzerland, August 16-18, 1982).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *International Organizations; International Programs; *Teacher Associations; Teacher Rights; Teaching (Occupation); *Unions
IDENTIFIERS- *International Labour Office; *World Confederation Of Orgs Of The Teaching Prof

Proceedings from a seminar in which 86 participants from 60 countries exchanged views on the relationship between the International Labour Office (ILO) and the World Confederation of Organizations of the Teaching Profession (WCOTP). Particular attention was devoted to the wide range of services provided in relation to trade union rights, the status of teachers, and worker education. This report reproduces the text of the major presentations made at the seminar, and summarizes the recommendations that were brought forward. Transcripts of the following statements are included: "Teachers look to the ILO for defense of their trade union rights" (James W. Killeen); "Teachers' participation needed for the implementation of international labour standards" (Gerard Bohere); "ILO's role--to protect workers through international action" (Amal Mukherjee); "Teachers deserve good conditions of work" (Michael Bell); "The ILO/Unesco status recommendation--many provisions could be implemented with little or no cost" (Michael Bell); "ILO in the forefront of the defense of freedom of association" (W.R. Simpson); "How to present a successful complaint" (Michael Bell); "Workers' education part of the continuing education process" (V. Agostinone); "These are our specific needs--how can ILO help" (Panel discussion: Tom A. Bediako, Fernando Hernandez Diaz, Aloysius Mathews, Michael Bell); "Defense of individual and collective rights of teachers a major WCOTP goal" (Norman M. Goble); "These are our specific needs--how can WCOTP help" (Panel Discussion: Joeli Sovaki, Cheick Sadibou Diagne, Wade Wilson, Nakakoji Kiyoo); "This is what we want from the ILO and WCOTP" (Recommendations); "Reinforced action in defense of teachers" (James W. Killeen). The program's daily proceedings are appended, as is a list of participants. (DB)

ED 329 517 SP 032 851

Sentz, Erma I.
Predicting Success in Student Teacher from Teacher Perceiver Screeners and Pre-Professional Skills Tests.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Discipline; Elementary Secondary Education; Higher Education; *Predictive Validity; *Screening Tests; Student Motivation; *Student Teachers; *Teacher Characteristics; Teaching Methods; *Test Validity
IDENTIFIERS- *Preprofessional Skills Tests; *Teacher Perceiver Screeners

Data were collected throughout the 1989-90 school year at St. Cloud State University (Minnesota) to investigate whether or not Teacher Perceiver Screeners and/or Preprofessional Skills Tests (PPST) could be used to predict success in student teaching. Results indicated that the Teacher Perceiver Screener showed promise for use in predicting student teachers' abilities to motivate and communicate with students and to apply their skills in using specific teaching methods in classrooms. Some PPST scores seemed to be useful for predicting prospective teachers' abilities to control and communicate with students and to apply specific teaching methods when combined with portions of the screener. Further research is recommended. (JD)

ED 329 097 FL 018 216

Baenen, Nancy; And Others
LEP--1988-89 Final Technical Report. Publication No. 88.M.
Austin Independent School District, Tex. Office of Research and Evaluation.

PUB DATE- Aug 89
NOTE- 310p.; Document contains charts with light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Attendance; *Bilingual Education Programs; Dropout Rate; Elementary Secondary Education; English (Second Language); Hispanic Americans; Language Arts; *Limited English Speaking; Mathematics; School Districts; Second Language Programs; Spanish; Spanish Speaking; *Transitional Programs; Vietnamese People
IDENTIFIERS- Texas Educational Assessment of Minimum Skills

This report on the progress of 1,251 limited-English-speaking (LEP) students in the Austin (Texas) Independent School District for 1988-89 presents findings on attendance and dropout rates and achievement in English, Spanish, and mathematics. Most LEP students are served in a transitional bilingual education program or an English-as-a-Second-Language program. Major findings of the report include the following: (1) compared to the previous year, English language mastery percentages increased in 8 of 15 comparisons by grade and subject areas; (2) of 11th-graders tested for the first time in the fall, 59% mastered mathematics and 36% mastered language arts (the latter number was lower than the previous year); 9 of the 24 district 12th-grade students who were denied diplomas because of failure to achieve state standards were LEP students; (3) Spanish mastery for first- and third-grade LEP students was high (86-98%); (4) LEP students with Hispanic backgrounds gained over 1 grade-equivalent in 1 year in about half the grade and subject-area comparisons; Vietnamese LEP students gained over 1 grade-equivalent in 25 of 36 comparisons; and (5) the dropout rate was lower than for the previous year at the junior high school level, with the opposite occurring at the senior high school level. Extensive data tables are appended. (MSE)

participated in the course. (MSE)

ED 329 129 FL 019 104

Zhang, Xiaolin
Language Transfer in the Writing of Spanish-Speaking ESL Learners: Toward a New Concept.
PUB DATE- 10 Nov 90
NOTE- 27p.; Paper presented at the Fall Conference of the Three Rivers Association of Teachers of English to Speakers of Other Languages (Indiana, Pennsylvania, November 10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Intensive Language Courses; *Interlanguage; Learning Strategies; Second Language Instruction; *Spanish Speaking; *Transfer of Training; *Writing Instruction

A study investigated language transfer in the writing of 20 Spanish-speaking learners of English as a Second Language (ESL). Research on language transfer is critically reviewed, and it is concluded that existing theory supports a reconceptualization of language transfer as a form of second language (L2) learning/communication strategy that consciously and subconsciously draws on the learners' previous linguistic knowledge of all kinds and their expectations about the target language. Data are drawn from compositions written on the first day of an intensive English course, and English translations of 16 Spanish sentences after 12 weeks in the program. Analysis revealed 12 types of anomaly stemming from language transfer, occurring in: agreement, article use, capitalization, direct translation, the plural morpheme, prepositional phrase structure, pro-drop, pronouns, tense forms, verb phrase structure, word order, and L2 transfer. Occurrence of the anomaly types changed from the initial to the second data set. Frequency of direct translation, article use, and L2 transfer increased, while pro-drop and word order transfers decreased. It is concluded that this new conceptualization of language transfer enhances the simplicity and explanatory power of theory and helps account for most of the deviant forms in interlanguage. (MSE)

ED 329 145 HE 023 141

Anderson, Richard E.; Massy, William F.

The Economic Outlook and What It Means for Colleges and Universities.

Forum for College Financing.

PUB DATE- Oct 89

NOTE- 12p.; A project of the National Center for Postsecondary Governance and Finance.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) a

DESCRIPTORS- *College Planning; *Economic Factors; *Educational Finance; Educational Policy; *Financial Policy; Higher Education; Investment; *Long Range Planning; Trend Analysis

IDENTIFIERS- *Economic Trends

This issue of Capital Ideas reproduces, in an abridged form, the first chapter of a new book titled, ''Financial Planning Under Economic Uncertainty'', in the series, ''New Directions for Higher Education.'' The chapter reviews the macroeconomic environment at the start of the 1990s, with particular focus on the problems facing policymakers. Sections examine: the economic environment in brief; the most likely scenario (generally favorable conditions with moderate growth and inflation) and its effects on higher education; alternative scenarios (both recession and inflation) and possible triggers of each. Implications for colleges and universities of these scenarios are discussed and strategies are recommended under the following categories: (1) current operations; (2) capital for facilities and equipment; (3) investments; and (4) public image. Overall, since the macroeconomic environment is likely to be extremely volatile for the coming decade, colleges and universities are encouraged to conserve capital for use on facilities and equipment and to provide investment return for future operating subsidies. They are discouraged from dissipating capital through current operating deficits however strong immediate program claims might be. They are also discouraged from investments which do not take into account the possibility of a sharp recession or sustained inflation. Nine references. (DB)

ED 329 161 HE 024 272

Facing the AIDS Crisis: Postsecondary Concerns. New York State Education Department Conference Proceedings (April 17, 1990).
New York State Education Dept., Albany.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Nov 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Confidentiality; Counseling; Course Content; *Curriculum; Higher Education; *Policy Formation; *School Policy; State Programs; Teaching Methods

This conference provided a forum for personnel from higher education institutions to discuss key issues concerning human immunodeficiency virus (HIV) infection and the acquired immune deficiency syndrome (AIDS) crisis on college and university campuses. Seven sessions are summarized. Key issues were AIDS policy development on campus, HIV counseling and testing, and teaching about HIV infection and AIDS prevention throughout the college curriculum. This document contains the agenda of the conference. A keynote address by Paul LeClerc is presented, titled "The Challenge of the Four Horsemen on Campus: Alcohol, Drugs, Sex, and AIDS." Appendices contain AIDS course descriptions; a list of organizations that fund AIDS/HIV research, prevention, and/or education; a conference evaluation summary; a summary of a survey of HIV infection and AIDS activities on campus; a copy of the survey form used, a list of conference participants; and lists of internal and external advisory committee members.

ED 329 177 HE 024 289

Kuh, George; And Others

Involving Colleges: Successful Approaches to Fostering Student Learning and Development outside the Classroom. First Edition .

PUB DATE- 91

NOTE- 453p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Administrators; College Environment; College Faculty; *College Programs; College Students; *Enrichment Activities; Experiential Learning; *Extracurricular Activities; Higher Education; *Individual Development; Institutional Mission; *Program Development; School Policy; *School Recreational Programs; *Student Development

This book describes how schools of higher education can implement practices that promote educationally purposeful out-of-class activities within the context of their campus communities. The practices are intended to help develop faculty and student creativity and initiative. Chapter 1 examines the contributions of out-of-class experiences to student learning and personal development. Chapter 2 describes how the institutions for study were selected and discusses the questions that guided the study. The material in Part 2 describes the five sets of factors and conditions shared to varying degrees by such "Involving Colleges": mission and philosophy (chapter 3); campus culture (chapter 4); campus environment (chapter 5); institutional policies and practices (chapter 6); and the role of administrators, faculty, and students in promoting students' out-of-class learning and personal development (chapter 7). In chapters 8 through 10, a description is provided of the selected policies and practices to illustrate how the factors and conditions work in different types of institutions. Chapters in Part 3 discuss the implications of these factors and offer recommendations for administrators, faculty, and others committed to enhancing the quality of out-of-class learning opportunities at their institutions. Contains 257 references and an index. (GLR)

ED 329 208 IR 013 683

Bruce, Margaret; Kirkup, Gill
An Analysis of Women's Roles under the Impact of New Technology in the Home and Office.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 86
NOTE- 21p.; Chapter 18 of Computers and Democracy: A Scandinavian Challenge, edited by Gro Bjerknes and others.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; Democracy; *Females; Foreign Countries; Labor Force; *Office Automation; Office Practice; *Sex Role; *Social Influences; *Technological Advancement
IDENTIFIERS- *Divison of Labor (Household)

Focusing on the ideology of the sexual division of labor with emphasis on women's roles and their work, this paper argues that social ideology dominates both the domestic and the office environment, and is perhaps the most powerful force determining the rate and direction of technological change. The argument set forth is illustrated by two case studies that examine the effects of new technology on women's life in two areas--the private, unwaged domestic sphere, and the public, waged environment of the office--both of which are considered parts of a larger technological and social system in which changes in one are related to, and have effects on, the other. The paper discusses why some forecasts suggest that new office technology may actually contract the market for clerical/secretarial work and what the repercussions will be. It is concluded that unless the ideological foundations of technological development are uncovered and examined, rather than ignored and unchallenged, technology will continue to function as a conservative force. (33 references) (CGD)

ED 329 224 IR 014 865

Hartschuh, Wayne
Expert Systems in Education.
PUB DATE- Nov 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artificial Intelligence; Computer Assisted Instruction; Computer Managed Instruction; Decision Making; Elementary Secondary Education; *Expert Systems; Higher Education; Individualized Instruction; Microcomputers; *Programed Tutoring; Special Education; Teacher Education

This paper argues that the concepts and techniques used in the development of expert systems should be expanded and applied to the field of education, particularly in the area of intelligent tutoring systems. It is noted that expert systems are a well known area of artificial intelligence and have been proven effective in well-defined topic areas. Furthermore, it is suggested that expert systems could have an impact on: (1) educational planning and decision making, particularly the use of computers to manage student records, student counselling, and special education programs; (2) teacher training and education, specifically, identifying training needs and using computer assisted instruction to teach information and skills; and (3) intelligent tutoring systems that guide students through instruction according to their individual strengths and weaknesses. It is concluded that while expert systems in education have great potential, they remain unestablished as a useful technology due to a lack of research and documentation. (9 references) (DB)

ED 329 240 IR 014 899

McAllister, Donald F.

Developing a Self-Directed Computer Training Program for El Camino College Faculty.

PUB DATE- Nov 90
NOTE- 118p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Delphi Technique; *Faculty Development; Higher Education; Independent Study; Instructional Improvement; Microcomputers; Surveys; *Teacher Attitudes
IDENTIFIERS- El Camino College CA

The purposes of this study were to: (1) establish existing computer literacy levels among faculty members at El Camino College, California; (2) determine the principal obstacles to self-directed computer training, along with strategies designed to overcome these obstacles; and (3) develop recommendations concerning the structure of self-directed, independent study computer training programs for faculty at El Camino College. Faculty members were surveyed to identify their attitudes toward independent study computer training programs, and the willingness of faculty groups to take formal versus self-directed computer training. Obstacles to computer training programs and strategies needed to overcome those obstacles were identified by the survey group. Results of the survey also indicated that significant differences in computer literacy rates exist between academic departments. The implications for improvement of educational practice arising from this project is that computer literacy rates may be increased through self-directed, independent study computer training programs. Appended materials include the Obstacle and Strategy Questionnaires (both Delphi studies); the Computer Usage Survey Questionnaire; listings of college staff development programs in computer technology for El Camino College and Ferris State University; and a brief biography of the author. (90 references) (DB)

ED 329 313 JC 910 147

Scott-Skillman, Thelma; Halliday, Karen

Matriculation Assessment Standards.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Mar 91

NOTE- 26p.; Discussed as agenda item 6 at a meeting of the Board of Governors of the California Community Colleges (Stockton, CA, March 14-15, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; Community Colleges; Educational Legislation; *Minimum Competency Testing; *Standardized Tests; State Standards; Statewide Planning; *Student Placement; Testing; Test Norms; Test Selection; *Test Validity; Two Year Colleges

IDENTIFIERS- *California Community Colleges

Assessment testing in California's community colleges (CCC) helps to identify entering students' goals and skills level and to ensure that the students are properly advised of appropriate courses and programs. The California Education Code requires that all assessment instruments be approved by the Office of the Chancellor of the California Community Colleges. As part of its efforts to establish methodologies for use by colleges in reviewing their placement instruments, the Chancellor's Matriculation Assessment Work Group developed a document to guide the choice and use of assessment instruments. Entitled "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges," this four-part guide: (1) provides a definition of matriculation, reviews regulations on assessment procedures as contained in Assembly Bill 3, presents an outline of the seven-step process for recommending specific assessment instruments to the Chancellor, lists provisions and prohibitions pertaining to specific matriculation services used in the CCC, and summarizes the rationale for the use of assessment for placement purposes; (2) reviews standards for the evaluation of assessment measures, examining issues of test validity; reliability and errors of measurement; scaling, norming, score comparability and equating; standards for administration, scoring and interpretation; and testing special groups; (3) discusses test usage criteria specific to the California community colleges; and (4) details the seven-step process for reviewing assessment measures. (GFW)

Sonnier, Catherine
Public/Private Partnerships in Child Care.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Oct 88
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- *Child Caregivers; *Employer Supported Day Care; *Financial Support; Personnel Policy; *Private Sector; *Public Sector; *State Legislation; Tax Credits
IDENTIFIERS- Employer Role; Loan Programs; Policy Makers
The amount of state legislation dealing with child care issues has significantly increased in the last 5 years. This report focuses on state strategies for expanding and improving the child care system through incentives and support for employers and providers. State policymakers are exploring partnerships of public and private resources for improving child care, including employer-supported child care. Employers who provide assistance with child care benefit from improved recruitment and retention of employees, and reduced absenteeism. State policymakers can provide incentives to employers; these include: (1) loan programs and grants for developing facilities; (2) corporate tax credits; (3) allocation of space by developers for facilities in new buildings; and (4) social insurance programs. Lawmakers are exploring personnel policies, such as job-protected leave for birth or illness of a child and means of providing information referral and technical assistance. Legislators can provide incentives for providers, including loan programs and grants, training programs, removal of zoning barriers, and subsidized provider salaries. Legislators can also encourage the use of state facilities by private providers. A list of enacted family leave legislation for six states is appended. (BC)

ED 329 358 PS 019 471

LaGrange, Annette; Read, Malcolm

Those Who Care: A Report on Child Caregivers in Alberta Daycare Centres.

Child Care Matters, Red Deer (Alberta).
PUB DATE- Jun 90
NOTE- 40p.; This research supported by a grant from Health and Welfare Canada, Child Care Initiatives Fund.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *Child Caregivers; *Day Care Centers; Early Childhood Education; Foreign Countries; State Surveys; *Teacher Characteristics; *Work Environment
IDENTIFIERS- Alberta; Licensed Programs; Program Characteristics

This study examines the characteristics and work environments of child care personnel employed by 80 day care centers throughout Alberta. Findings indicated that, on average, child care staff had higher levels of education than the general adult population in the province. Considerable mobility within the child care field was found. Staff with early childhood postsecondary qualifications were the most likely to stay in the field for more than 5 years. Caregivers were very committed to their work. However, this commitment did not always translate into professional involvement in the field. Financial compensation for caregivers was related to years of postsecondary education, early childhood education, and years of experience. A majority of caregivers received no job benefits other than those required by legislation. Caregivers expressed strong satisfaction with many aspects of their work, describing it as important, interesting, and rewarding. They were equally dissatisfied with certain other aspects. Turnover rates were high and were related to low salaries. Training for child care personnel was supported by all groups. Recommendations for further study are offered. (22 graphs, 31 references) (RH)

ED 329 374 RC 016 924

Enrolment and Transported Pupils Report.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 17 Dec 87
NOTE- 340p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Foreign Countries; *Instructional Program Divisions; *Private Schools; *Public Schools; School Districts; School District Size; School Size; *School Statistics; *Student Transportation
IDENTIFIERS- *Manitoba

As of September, 1987, school enrollment in the Canadian province of Manitoba was 209,352, an increase of 395 pupils over the previous year. Public school enrollment was 199,390, up 353 from the previous year. This was the second consecutive increase in school enrollment following a steady decline from 1971 to 1985. The largest increase per grade was 946 in grade 12, while the largest decrease was 441 in grade 6. Enrollment in grades 1-3 grew by 218. Enrollment increased in 24 divisions, while 30 divisions, including all remote districts, experienced declines. This report contains numerical data on the enrollment of each grade and in special education for types of schools, each school division and remote district, and each individual school, and on pupils transported by bus for each school. The report also lists changes in public school enrollment for each division, school openings and closures in 1987, schools counted as more than one building, and groups of schools counted as one building. (Author/SV)

ED 329 416 RC 018 032

Theobald, Paul
Agrarian Visions.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Economic Development; Educational Philosophy; Farmers; *Ideology; *Rural Education; *Rural Environment; Rural Sociology; *Teacher Influence
IDENTIFIERS- *Agrarianism; Populism; Populist Party

A new feature in "Country Teacher," "Agrarian Visions" reminds rural teachers that they can do something about rural decline. Like to populism of the 1890s, the "new populism" advocates rural living. Current attempts to address rural decline are contrary to agrarianism because: (1) telecommunications experts seek to solve problems of rural education through interactive television; (2) proponents of rural economic development suggest that rural communities exploit themselves as cheap labor to draw processing or manufacturing plants to their communities to create jobs; (3) some economic development specialists advise schools to become entrepreneurs and create community-saving businesses, when schools do not have the capital to do so; and (4) "human capital theorists" encourage rural schools to create a workforce with the right numeracy, literacy, and social skills to make them attractive to entrepreneurial capitalists. American agrarianism is based on the belief that the individuals who chose the farming life deserve freedom and equality, and that the health of the nation lies in its attempts to keep as many such individuals on the land as possible. Rural teachers should encourage students to engage in dialogue about the forces creating rural decline, allowing them to decide what secures or endangers their freedom as rural people. Future articles will explore the philosophical and historical underpinnings of agrarianism in America. (KS)

ED 329 447 SO 020 901

Kraevskij, V. V.; Lerner, I. Y.
The Theory of Curriculum Content in the USSR.
International Bureau of Education, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 84
NOTE- 113p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Educational Planning; Educational Research; *Educational Theories; *Educational Trends; *Experimental Curriculum; Foreign Countries; Higher Education; *Secondary Education; Social Studies
IDENTIFIERS- *USSR

Subjects taught in school have been compiled on the basis of tradition, empiricism, and the subjective opinions of curriculum designers. Researchers in educational sciences have yet to secure a scientific foundation for compiling curricula that would serve as a reliable guide on which to base the content of school subjects. With the advancement of science and technology, and the evolution of today's societies, the problem of curriculum content at different levels and types of education has emerged as an important issue. This volume sums up the results achieved in the Soviet Union with collaboration between the research institute of the Academy of Pedagogical Science and school teachers in establishing a theory of curriculum content and in identifying guidelines to aid the task particularly with regard to secondary education. (NL)

ED 329 465   SO 021 132

Primary Education in Pakistan. An Analysis and Assessment of Pakistan's Present Primary Education System with Recommendations for its Further Development. Part I: Summary Conclusions and Recommendations.

Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- Agency for International Development (IDCA), Islamabad (Pakistan).; Ministry of Education, Islamabad (Pakistan).
PUB DATE- Jul 86
NOTE- 45p.; For parts 2, 3, and 4, see SO 021 133-135.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Developing Nations; *Educational Assessment; Educational Needs; Educational Planning; *Educational Policy; Educational Research; *Elementary Education; Foreign Countries; Foreign Culture; *International Education; Literacy Education; Rural Education; School Effectiveness
IDENTIFIERS- *Pakistan

The first part of a four-part analysis and assessment of Pakistan's system of primary education, this document presents summary conclusions and recommendations. Despite gains in primary school attendance and recent good economic performance, Pakistan's educational base remains so weak as to constitute a serious threat to continued economic growth. The problem lies mainly with the country's rural population, and although development planning and educational authorities have attempted for years to make primary education a priority within the educational system, the status of primary schools and literacy education has continued to worsen. This report argues that with or without external cooperation, Pakistan now needs to develop an integrated program composed of complementary projects that together will add up to solutions to its enrollment and literacy problems. The report summarizes recommendations for actions that such a program should carry out, including an illustrative program composed of a series of projects that, taken together would, it is believed, help significantly to meet Pakistan's needs. (DB)

ED 329 273 IR 053 465

Brazile, Orella Ramsey

A Survey of Users' Reactions to the Local Area Network in the Library School at the University of North Texas. A Research Study.

PUB DATE- May 89

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Demography; Higher Education; Library Automation; Library Schools; *Local Area Networks; Questionnaires; *Student Attitudes; Surveys; *Teacher Attitudes; *Users (Information); *Use Studies

IDENTIFIERS- University of North Texas

Research analyzing users' reactions to the implementation of automation and computer technology in the industrial and business fields indicates that users will respond more positively to these new technologies if they are adequately trained beforehand. To measure response in the academic sector, users' reactions to the local area network (LAN) in the library school at the University of North Texas were surveyed. The instrument was distributed to 17 faculty and staff members (with a response rate of 65%) and to 20 students enrolled in a class on automation (6 students returned the survey in time to be counted). The survey instrument sought general information about the survey participants; their involvement in the initial planning of the LAN (a majority of the faculty and staff were initially involved in the project); and frequency of LAN use. It also sought to determine whether there was adequate staffing of LAN, and if the LAN programs were meeting user needs and increasing their productivity, and requested suggestions for future use. It was learned that, while participants initially experienced feelings of apprehension and confusion, their overall responses were positive. A majority of the respondents indicated that they would devote more resources to the LAN; however, the participants expressed desires for more LAN accessibility, an in-house user manual, greater technical staff availability to solve user problems, and less down time. Two graphs demonstrate LAN usage from the time of its initial start-up, and a chart records the names of the LAN's most frequent users and the time they spent on LAN. (9 references) (MAB)

ED 329 286 IR 053 481

IFLA General Conference, 1990. Division of Collections and Services: Section of Acquisition and Exchange; Section of Interlending and Document Delivery, Section of Serial Publications. Booklet 5.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 90

NOTE- 264p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 5 contains six papers. Nineteen additional papers are appended; several of these contain faint or filled type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Copyrights; *Cost Indexes; Economic Impact; Foreign Countries; *Interlibrary Loans; *Library Acquisition; Library Collection Development; Newspapers; Online Catalogs; Optical Data Disks; Preservation; Public Libraries; *Publishing Industry; *Serials; Union Catalogs

The 25 papers in this collection were presented at the meetings of three sections of the Division of Collections and Services and a workshop: (1) "Survey of International Exchange of Non-Official Publications: Progress Report" (Ulla Hojsgaard); (2) "Buying Media for Everyone: Public Library Acquisition in Scandinavia" (Tove Persson); (3) "The Conflict between Copyright and Document Supply: Real or Imagined?" (Graham P. Cornish); (4) "ISDS (International Serials Data System) and Union Catalogues" (Suzanne Santiago); (5) "NOSP Revisited: The Changing Roles of the Nordic Union Catalogue of Serials" (Annika Salomonsen); (6) "Automation and the Union Catalogue" (Jean M. Plaister); (7) "Use of Comparative Acquisitions Data To Boost Government Participation in University Library Budgets" (Shmuel Sever); (8) "Forgery and Fraud; Murder and Suicide: A North American Perspective" (Richard Landon); (9) "Mass Deacidification: Now That It Is a Reality, What Next?" (Richard Frieder); (10) "Will the Chain Break? Differential Pricing as Part of a New Pricing Structure for Research Literature and Its Consequences for the Future of Scholarly Communication: Short Introduction of the Topic" (Ulrich Montag); (11) "Differential Pricing: STM (Scientific, Technical, and Medical) Publishers' Practices and Perspectives" (Karen Hunter); (12) "A Bookseller's Perspective on the Problem of Differential Pricing" (Knut Dorn); (13) "The International Problem of Differential Pricing for Research Literature" (Rolf Griebel); (14) "Authors and Editors Aren't Worried--for Now" (Richard M. Dougherty); (15) "CD-ROM: Impact on the Interlending Area" (Graham P. Cornish); (16) "The CD-KAT Story" (Svante Hallgren); (17) "CD-ROM and the Reference Librarian: The End of Innocence" (Richard Biddiscombe); (18) "Copyright Law in the Federal Republic of Germany and the Libraries" (Heinz Fuchs); (19) "CD-ROM Programme and Projects Supported by the Commission of the European Community (CEC)" (Niels Mark); (20) "Introducing CD-ROM in a University Library" (Lilian Madsen); (21) "State of the Art: Technology and Products Application Areas for CD-ROM" (Roar Storleer); (22) "International Exchange and Documentation of Official Publications: A Scandinavian View" (Ulla Hojsgaard); (23) "Parliamentary Documents and Other Official Publications" (Lisbet H. Engstrom); (24) "Newspaper Production Technology Today and in the 20 Years To Come" (Juhanni Allard-Kurikka); and (25) "Development of the Swedish Press and Journalism Since the Thirty Years War until Today" (Ingemar Oscarsson). (MAB)

ED 329 300 JC 910 117

Hall, Barbara Ann; And Others
Mt. San Antonio College Matriculation Research Update, 1989-90.
Mount San Antonio Coll., Walnut, Calif.
PUB DATE- Sep 90
NOTE- 86p.; For the 1989 study, see ED 315 103.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Associate Degrees; Cohort Analysis; *College Admission; Community Colleges; Comparative Analysis; Educational Certificates; Educational Counseling; Educational Diagnosis; Grade Point Average; Longitudinal Studies; Program Effectiveness; School Orientation; *Student Characteristics; Student Participation; Student Personnel Services; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Mount San Antonio College CA

In fall 1986, Mt. San Antonio College (MSAC) initiated a 5-year longitudinal study of the effectiveness of its matriculation services, including assessment, orientation, counseling/advisement, and follow-up. The academic performance and success of students participating in one or more of these services were compared to those of degree- and certificate-seeking students who did not participate in matriculation beyond admissions services. This report provides matriculation information on eight cohorts of students who entered MSAC in the following semesters: fall 1986 (Group 1), spring 1987 (Group 2), fall 1987 (Group 3), spring 1988 (Group 4), fall 1988 (Group 5), spring 1989 (Group 6), fall 1989 (Group 7), and spring 1990 (Group 8). Specifically, the report provides summaries of student progress data for Groups 1 through 8; updated comparisons of the retention rates, grade point averages (GPA's), and degrees or certificates earned by matriculated versus non-matriculated students in groups 1 through 6; detailed profiles of Groups 7 and 8; and comparisons of GPA and percent of units completed by gender and ethnicity for Groups 7 and 8. Highlighted findings include the following: (1) among all eight cohorts, the majority of matriculated Asian, Hispanic, and White students had higher GPA's than non-matriculated students; (2) for all but one cohort, matriculated students had higher persistence rates and greater percentages of units completed than non-matriculated students; and (3) matriculated students earned significantly more degrees and certificates than non-matriculated students. Extensive data tables and bar graphs are included. (JMC)

ED 329 113 FL 019 082

Biro, Jan E.

Literacy to Aurality/Orality in an Adult Japanese ESL Student: A Case Study.

PUB DATE- 10 Jan 91

NOTE- 35p.; Master's research paper, Georgetown University, Washington, DC.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Adult Students; Case Studies; Classroom Techniques; College Students; *English (Second Language); Foreign Countries; Group Membership; Higher Education; Japanese; Language Planning; *Language Variation; Learning Processes; *Listening Comprehension; *Pronunciation; Secondary Education; Second Language Instruction; *Sociocultural Patterns; Uncommonly Taught Languages; Written Language

IDENTIFIERS- *Japan

A study examined the factors shaping English language education within the Japanese public education system and the attitudes of Japanese learners toward the pronunciation of English, first in an overview and then within the context of a case study of an adult Japanese student. The first section discusses the status and instruction of English in Japan, including characteristics of "Japanized English," which is based on the use of English loanwords spoken by Japanese people among themselves, the effect of learning four Japanese writing systems before English orthography is encountered, classroom practices, and norms for English usage within social groups. It is concluded that listening and speaking skills are governed by Japanized English within the Japanese system of syntax, with type and frequency of use governed by group norms. The subject of the case study was a middle-aged Japanese professor of linguistics on sabbatical in the United States attending undergraduate lecture courses in linguistics. His use of English language skills, learning strategies, and pronunciation patterns were investigated and the effect of Japanized English on comprehension of academic lectures was analyzed. Background information on the subject and a 21-item bibliography are appended. (MSE)

Abbey, June C.
Procedural, Educational and Caring Aspects of Nursing and Health Care Technology.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Southern Council on Collegiate Education for Nursing (1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biomedical Equipment; Course Content; Curriculum; *Health Services; Higher Education; Inservice Education; Models; *Nursing; *Nursing Education; *Safety; *Technology

Nurses are prime users of medical devices in patient care and must be aware of four safety issues: safety of the patient, the information, the personnel, and the device. Thus, nurses need to be able to understand and communicate in the language of technological devices. With formal coursework in the use of instruments being limited, agency in-service programs taught by biomedical technicians or manufacturers' representatives have become primary sources of information. As nursing care increasingly takes place in home settings, nurses have become both primary users of devices and primary teachers of patient users. Lack of formal education and experience regarding safe use of medical devices has led to development of the Abbey-Shepherd Device Education Model. The model is designed to be additive, be applicable to all medical devices, permit incorporation into ongoing curricula, allow for constant updating, and be based upon scientific principles. The model covers characteristics of each device, operating principles, common use errors, adverse patient reactions, device failures and their frequency, safety concerns, device function and safe use, and care of instrument. (19 references) (JDD)

ED 329 257 IR 052 812

McCombs, Gillian M.

The Role of Practicing Librarians in Library Education.

PUB DATE- 26 Sep 88

NOTE- 9p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this Workshop, see IR 052 806-813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Accreditation (Institutions); Curriculum Development; *Educational Cooperation; Higher Education; *Librarians; *Library Education; *Library Role; Professional Continuing Education

This paper discusses the current role of practicing librarians in library education together with the debate on whether the grounding given to future librarians should be theoretical or practical. Reasons why students, educators, and employers are dissatisfied with the current status of library education are suggested. The benefits of librarians teaching library school courses are described, including the exposure of students to positive role models and the improved image of the librarian. Team teaching a course with a library school faculty member is suggested as one way for librarians to become involved in the educative process. Other suggestions for library participation in library education include setting up programs in the schools, giving input on curriculum, becoming involved in such faculty-student interaction as orientation, and becoming involved in the accreditation process. The importance of continuing education for librarians is stressed. (11 references) (MES)

ED 329 343 PS 019 444

Farquhar, Sarah-Eve J.
Defining and Assessing Quality in Early Childhood Centres.
PUB DATE- 7 Nov 89
NOTE- 15p.; Paper presented at the New Zealand Council for Educational Research Seminar (Wellington, New Zealand, November 7, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Child Development; *Day Care Centers; Early Childhood Education; *Educational Assessment; *Educational Quality; Educational Research; *Evaluation Methods; Foreign Countries; Program Evaluation
IDENTIFIERS- Day Care Quality Assessment Instrument; Early Childhood Environment Rating Scale; *New Zealand; Parent Guide to Quality Day Care Centers; *Quality Indicators

This paper examines the problem of defining quality in early childhood centers, the nature of evaluation methods, and the contributions of research to the promotion of high quality. The concept of quality is multidimensional and dynamic, and there is no consensus about a definition of quality in the literature. Quality can be viewed from many perspectives, though the dominant perspective is that of child development. There are a number of mechanisms and strategies for promoting high quality. These include staff training, public funding and related support, sponsorship of centers, and assessment instruments. Sponsorship can be under state or private auspices, and involves such issues as licensing and fiscal regulation, quality monitoring systems, and staff certification and center accreditation. Assessment instruments include the Day Care Quality Assessment Instrument, the Parent Guide to Quality Day Care, and the Early Childhood Environment Rating Scale. Research on such issues as differences between practitioners' perceived and actual practice can strengthen the knowledge about quality. The research process should involve parents and practitioners. The paper includes a list of 54 references. (BC)

ED 329 403 RC 018 017

Grady, Marilyn L.; Bryant, Miles

School Board Presidents Describe Critical Incidents with Superintendents

PUB DATE- 5 Nov 90

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Board Administrator Relationship; Board of Education Policy; Board of Education Role; *Boards of Education; Communication Skills; *Critical Incidents Method; Elementary Secondary Education; Interpersonal Competence; *School Administration; *Superintendents; Telephone Surveys

School board presidents identified what they perceived to be critical incidents in their work with superintendents. The study was a sequel to previous research concerning superintendents' perceptions of critical incidents with school board members. Researchers conducted telephone interviews with 59 school board presidents and asked them to describe a critical incident with a superintendent, to explain the consequences, and to rate the importance of 12 critical incidents previously identified by superintendents. The interviews yielded 75 incidents which were grouped into the following 11 categories: communication and human relations, staffing issues, ethnics, competence, personal issues, finance, athletics, policy, credential, New Age Church, and board member. When rating the critical incidents identified by superintendents in the previous study, board presidents rated superintendents as the most problematic category. The paper discusses implications of the findings for: (1) colleges and universities that prepare administrators; (2) state and local professional associations that provide continuing education for superintendents; (3) administrators and school board members; and (4) state departments of education. Communication, public relations, interpersonal relations, and human relations were the dominant themes in these interviews. Therefore, these areas should be strengthened in preparation programs, continuing education, and certification. Education for board members is also needed. This paper contains 16 references. (KS)

ED 329 432 SE 051 953

Ramjus, Harry

Intervention Strategies To Improve the Self-Esteem of Low Achievers in High School Science Class.

PUB DATE- 90
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Cooperative Learning; Educational Strategies; *Evaluation Methods; High Schools; *Incentives; *Motivation Techniques; Parent Participation; Peer Teaching; Science Education; *Secondary School Science; *Self Esteem; *Teaching Methods; Tutoring

In the practicum reported in this document, the self-esteem of low achievers in a high school science class was improved through the use of strategies such as personal self-referent verbal statements (PSRVS), group activities, incentive programs, motivation techniques such as computer assisted instruction (CAI) and parental involvement. A Self-Esteem Observation Checklist, designed for the practicum, was used to collect data from the target population regarding manifestations of low self-esteem. The intervention strategies were implemented on a regular basis every week for 12 weeks. Observations were made of any indication of changes in the students' self-esteem during and after implementation, using the Self-Esteem Observation Checklist. Included are a description of the community and work place, problem description, causative analysis, literature review, goals and expectations, outline, explanation of methodology, discussion and evaluation of possible solutions, results, and recommendations. A copy of the Self-Esteem Observation Checklist is appended. (Author/KR)

ED 329 485 SO 021 175

Grumet, Robert S.

Archaeology in the National Historic Landmarks Program. Technical Brief No. 3, December 1988.

National Park Service (Dept. of Interior), Washington, D.C.

PUB DATE- Dec 88

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Role; Ancient History; *Archaeology; Federal Government; Higher Education; Legislation; *Preservation; *Public Agencies; Research

IDENTIFIERS- Department of the Interior; Legislative History; *National Historic Landmarks Program; National Park Service

The National Park Service's National Historic Landmarks (NHL) Program plays a major role in preserving nationally significant cultural resources. National Historic Landmark designation increases public awareness of archaeology by highlighting the importance of the most significant prehistoric and historic archaeological resources. By disseminating information on threats to archaeological NHL's, the program draws attention to the worst problems confronting the finest sites. By sponsoring study of nationally significant archaeological resources, the NHL Program helps citizens better understand the past. And by increasing the number of archaeological NHLS, the Program publicizes the benefits and limitations of current laws and statutes meant to protect U.S. archaeological heritage. This publication explains the NHL Program; the process by which NHLS are identified, nominated, and designated; defines the major issues involving NHL prehistoric and historic archaeological resources; and shows how the NHL Program can help to meet the challenge confronting the national archaeological heritage. Several photographs of NHL sites are included. (Author/DB)

ED 329 518 SP 032 882

Avila, Linda

Peer Coaching To Enhance the Effectiveness of Bilingual Education Teachers.

PUB DATE- Nov 90

NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bilingual Education Programs; *Bilingual Teachers; Elementary Education; *English (Second Language); Inservice Teacher Education; *Language Teachers; *Peer Teaching; Program Effectiveness; Staff Development; *Teacher Effectiveness; *Tutoring

In an effort to deliver practical staff development opportunities to bilingual education teachers and build a support system for them, a peer coaching inservice workshop model was developed. Over a period of one school year, about 40 elementary bilingual and English-as-a-second-language teachers participated in a 6-session workshop series with a peer coaching component. Released time was given to the teachers for these sessions. The workshop format included time for the teachers to explore their latest cycle of peer coaching as a whole group, explaining practices they had observed their peers using which they considered worthy of dissemination to other bilingual education teachers. They also reflected orally and in writing on their own observing, coaching, and conferencing skills. In each segment of the workshop series, whole group presentations, role-playing, brainstorming, small group activities, independent activities, and group sharing of actual teaching strategies and lessons were used by the participants as instructional vehicles for the concepts to be mastered. Each workshop ended with a segment on principles and strategies to support the peer coaching component of the project. Written comments from teachers indicated that, for them, the most valuable component of this staff development program was the opportunity to observe and give feedback to one another. (JD)

and Forms in Interlanguage. (MSE)

ED 329 130 FL 019 108

Lewelling, Vickie W.

Academic Achievement in a Second Language. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 91

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- *Academic Achievement; Achievement Tests; Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Immersion Programs; Language Acquisition; *Limited English Speaking; Program Design; *Second Language Learning; *Transfer of Training

IDENTIFIERS- Content Area Teaching; ERIC Digests

The academic achievement of limited-English-speaking (LEP) students has long been a major national educational concern. This digest focuses on: (1) factors that promote or inhibit academic achievement in a second language; (2) the length of time needed for LEP students to achieve at comparable levels in school with their native English-speaking peers; (3) the transfer of skills in the first language to English; (4) program models that promote academic achievement in a second language; and (5) the assessment of academic achievement. (VWL)

ED 329 162 HE 024 273

Requirements for Certification of Nurse Practitioner.
New York State Education Dept., Albany. Cultural Education Center.
PUB DATE- Oct 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Higher Education; *Nurse Practitioners; Qualifications; *State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS- *New York

This handbook contains laws, rules, and regulations of the New York State Education Department that govern certification of nurse practitioners in New York State. General provisions cover education, prescriptive privilege, practice agreements and protocols, reciprocal certification with other states or countries, and certification in specialty areas of practice. The handbook also describes licensure requirements; includes application forms and instructions for obtaining certification and first registration as a certified nurse practitioner; and lists master's degree, advanced certificate, and certificate programs in nursing in New York State. (JDD)

ED 329 209 IR 013 685

Kaye, Tony

Computer Conferencing and Electronic Mail.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 87

NOTE- 9p.; "Reproduced from: Thorpe, M. and Grugeon, D. (Eds.) Open Learning for Adults, Harlow, Longman, 1987, pp. 186-193."

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Education; *Computer Assisted Instruction; *Distance Education; Foreign Countries; Higher Education; Open Universities; Teaching Methods; Telecommunications; *Teleconferencing

This paper discusses a number of problems associated with distance education methods used in adult education and training fields, including limited opportunities for dialogue and group interaction among students and between students and tutors; the expense of updating and modifying mass-produced print and audiovisual materials; and the relative inflexibility of many distance education systems in responding to the needs, interests, and experiences of individual students. Two examples of computer-mediated communication--electronic mail and computer-conferencing--are described in terms of their potential to "humanize" the design of distance education projects, and in terms of their special features: (1) lower communication costs; (2) asynchronous communications; (3) ability to store communications; and (4) organize and structure inputs, outputs, and communication patterns in a variety of different ways. Three main challenges in trying to use computer-mediated communication in the distance education situation are then discussed together with suggested solutions: scale (there are much smaller groups of students than in many of the typical distance teaching projects); integration (the new technology must be integrated with existing print and audiovisual media, as well as into complex course development and presentation systems); and optimization (the new technologies should be used to provide maximum benefit in terms of quality learning). It is concluded that computer-mediated communication has the potential for being more than just an electronic substitute for correspondence tuition and face-to-face meetings in the distance education context. (8 references) (CGD)

ED 329 098 FL 018 392

Goldstein, Irwin; And Others

The Goldstein-Silberberg-Karmel GOSIKA English Language Oral Proficiency Examination.

Agudath Israel of America, New York, NY.
PUB DATE- 79
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); *Language Proficiency; *Language Tests; *Listening Comprehension; *Oral Language; Test Format; Test Reliability; Test Validity; Verbal Tests

The purpose of this test is to evaluate a non-native speaking student's speaking knowledge of the basic structures of English, using the most frequently used words in the English language. The test does not attempt to determine vocabulary level or student's ability to learn vocabulary effectively, rather the test focuses exclusively on aural/oral ability, breaking the communication process into specific basic aural/oral skills. The test can be used for placement in English-as-a-Second-Language instruction and diagnosis of specific problems. Test features include a simple, objective scoring system and testing procedures requiring no reading or writing. The scoring system takes into account the frustration level of the student by making the administration of more advanced sections contingent on successful completion of less advanced sections. Test items assess:(1) receptive ability; (2) ability to repeat verbatim; (3) simple production skills (declarative sentences); (4) article usage; (5) question formation; (6) negation; (7) comparisons; and (8) free expression. The guide describes the test sections for these skills, outlines scoring norms and score conversions, reports on the test's validity and reliability, gives general instructions for test administration, and includes pictures used in the test. (MSE)

ED 329 146 HE 023 319

Entering Higher Education in the United States. A Guide to Admissions and Financial Planning for Students from Other Countries.

College Board, New York, NY.

PUB DATE- 89

NOTE- 53p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Access to Education; *Admission Criteria; *College Admission; College Bound Students; Counseling Services; Foreign Nationals; Foreign Students; Higher Education; *Paying for College; Postsecondary Education; Publications; *Student Financial Aid

This booklet is written for foreign students who wish to learn about the nature of the U.S. education system, specifically about how to gain access to and finance higher education. It is designed to acquaint readers with information on the admissions process, financial planning, and the cost of higher education in the United States. Among the subjects that are covered in the Guide are the following: (1) understanding the U.S. system of postsecondary education; (2) the U.S. student population; (3) necessary considerations and qualifications; (4) sources of information and advising; (5) the admissions process; (6) preparing for an academic experience in the United States; (7) sources of assistance in the United States; (8) what to expect; and (9) financial planning and aid. In addition, there are appendices on agencies serving particular nationality groups; selected publications on study in the United States; costs and financial aid; and on overseas educational advising centers. (GLR)

ED 329 178 HE 024 291

Achieving Campus Diversity: Policies for Change.

Education Commission of the States, Denver, CO. National Commission on Minority Achievement in Higher Education.; National Center for Postsecondary Governance and Finance, Tempe, AZ.

SPONS. AGENCY- Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Dec 90

NOTE- 50p.; Photographs will copy poorly. Funding also provided by Arco Foundation. For a related report, see HE 024 292.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; Colleges; *Educational Change; *Educational Improvement; *Equal Education; Federal Government; Higher Education; *Institutional Role; Instructional Improvement; *Minority Groups; Outcomes of Education; *Policy Formation; State Government; Undergraduate Study; Universities

IDENTIFIERS- *Diversity (Student)

This report focuses on how colleges, universities, and state governments can work together to improve minority student participation and success in higher education. Examples are cited throughout the report of colleges and universities which have worked to achieve minority success in higher education. The examples help to illustrate the three stages of change through which campuses must pass in order to improve diversity and achievement, and the role of state policy in supporting change. The first stage involves removing the barriers to participation; the second stage encompasses helping students to achieve; the third stage focuses on improving undergraduate teaching and learning. In addition, the report recommends actions which must be taken by college and university leaders in order to improve participation and graduation rates while maintaining high academic standards. Also outlined are things that governors, legislators, state coordinating and governing boards, and the Federal Government must do to create policies that empower campus leaders to make necessary changes. Appendices contain a list of the members of the National Task Force for Minority Achievement in Higher Education, and "contacts for examples." (GLR)

ED 329 225 IR 014 866

Taylor, Anita

Film and Video Resources at the Library of Congress.

PUB DATE- Nov 90

NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; Audiotape Recordings; Audiovisual Aids; Communication Research; Educational Radio; Educational Television; Film Libraries; Instructional Films; *Library Catalogs; *Library Collections; Library Guides; National Libraries; Online Catalogs

IDENTIFIERS- *Library of Congress

While the primary emphasis of the Motion Picture, Broadcasting and Recorded Sound Division (MBRS) of the Library of Congress (LC) has been on collecting theatrical features, other materials are also collected, including theatrical shorts, newsreels, instructional films, television news, entertainment programs, and documentaries. Access to MBRS materials is through: (1) the Film and Television Catalog; (2) the Newsreel Catalog; (3) the Directors File; (4) the German, Japanese, and Italian Collections Catalog; (5) the Silent Film Catalog; (6) the Dictionary Catalog; and (7) the LC automated online catalog system. The MBRS collections are described under the following headings: Copyright Collection, which includes the American Film Institute (AFI) Holdings; the Non-Copyright and Non-AFI Collection; and the Television Collections. Related LC collections are also described, including the Recorded Sound Collections; the Prints and Photographs Division; and the Archive of Folk Culture. The appendices contain Guides to Audiovisual Materials, Guidelines for Viewing Films and Videotapes, Guidelines for Listening to Recordings, and a Guide to Selecting Pictures. (DB)

ED 329 241 IR 014 900

Smith, Eric E.
Wait Time and Guidance in Interactive Videodisc Instruction.
PUB DATE- 90
NOTE- 39p.; Paper presented at the International Conference of the Association for the Development of Computer-based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; College Students; *Computer Assisted Instruction; Higher Education; *Instructional Design; Instructional Systems; *Interactive Video; Learner Controlled Instruction; Multimedia Instruction; *Pacing; Programed Instruction; Psychological Studies; Tutorial Programs

The results of five experiments investigating the effects of forced pauses and guided processing in an interactive videodisc instructional system are presented. The results indicate that forced pauses at strategic locations in an interactive videodisc tutorial may improve achievement for some students without interfering in the achievement of others. The use of guided processing is supported, but not under conditions of complete learner control. Further, the guidance should be used to remind learners to use the strategies they would normally use, such as self-pacing for movement from screen to screen, if the instruction was presented through other methods. Data are presented in both narrative and tabular formats. (13 references) (Author/DB)

ED 329 314 JC 910 148

Choy, Susan P.; Tuma, John E.
Formula for Allocating Matriculation Funds.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 91
NOTE- 57p.; Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Stockton, CA, March 14-15, 1991). For a related report, see JC 910 149.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Ancillary School Services; College Admission; *Community Colleges; Counseling Services; Educational Finance; Educational Legislation; Educational Policy; Enrollment; Financial Support; Government School Relationship; *Mathematical Formulas; Minimum Competencies; Remedial Instruction; *Resource Allocation; School Orientation; State Aid; Student Personnel Services; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

In spring 1990, the Chancellor of the California Community Colleges convened the Matriculation Funding Task Force to review the standards used to estimate matriculation costs and the formula used to allocate state funds among districts. The task force expanded the scope of the matriculation services used as standards for estimating the cost of matriculation and the relative costs of serving different categories of students. Revised standards included an expanded orientation process; more extensive testing and assessment; an educational plan for each student; an expanded research and evaluation funding allocation; and expanded coordination of and training for matriculation activities. The task force recommended that the Chancellor's Office continue to allocate state funds for matriculation among districts on the basis of weighted enrollment. Under the revised standards, weighted enrollment is calculated using the following formula: 2.4 (number of new students) + 1.0 (number of continuing students) + 0.7 (number of students enrolled in precollegiate basic skills courses). Additional recommendations of the task force included the following: (1) the Chancellor's Office should seek additional resources to ensure full funding of the revised standards and should review regularly the standards, work load measures and resource costs which determine matriculation cost estimates; (2) no district should receive less than 95% of the previous year's total allocation; and (3) funding allocations should be granted yearly cost of living adjustments. The full 42-page task force report is appended to a 3-page Board of Governors brief. (GFW)

ED 329 327 PS 018 417

Biemesderfer, Susan
Welfare Reform: Its Impact on Pregnant and Parenting Teens.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Oct 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Early Parenthood; Eligibility; *Employment; Federal Legislation; High Risk Students; Job Training; Postsecondary Education; Pregnancy; Remedial Instruction; Secondary Education; State Federal Aid; State Legislation; *State Programs; Transitional Programs; Unwed Mothers; *Welfare Services
IDENTIFIERS- *Family Support Act 1988; *Reform Efforts

The Family Support Act (FSA) of 1988 is the result of congressional efforts to restructure the nation's welfare system. This report examines the impact of the FSA on state programs that serve pregnant, parenting, and high-risk teenagers. The objective of FSA is to help families started by teen mothers and other welfare recipients make a transition to full-time employment. Several provisions affect state programs and recipients, including: (1) replacement of traditional eligibility requirements with mandatory education, job training, and work activities; (2) provision to states of the option to require that pregnant or parenting teens live with a parent or guardian; (3) establishment of a Teen Care Plan by means of which states will provide counseling to improve the self-image of high-risk teens; and (4) the requirement that states provide services to ease the transition to self-sufficiency. In order to receive federal funds, states must establish education and job training programs for three target populations of at-risk families. Several states have already undertaken welfare reform efforts. A checklist for potential state legislative activity and a short reference list are appended. (BC)

ED 329 359 PS 019 472

Read, Malcolm; LaGrange, Annette

Those Who Care: A Report on Approved Family Day Home Providers in Alberta.

Child Care Matters, Red Deer (Alberta).

PUB DATE- Aug 90

NOTE- 37p.; This research supported by a grant from Health and Welfare Canada, Child Care Initiatives Fund.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Family Day Care; Foreign Countries; State Surveys; *Teacher Characteristics; *Work Environment

IDENTIFIERS- Alberta; Program Characteristics

This study examines the characteristics and work environments of approved family day home providers in Alberta. Family day home agency coordinators from across Alberta completed questionnaires, as did approved providers who contracted with 12 agencies in central Alberta. Typical providers were married, had children, and had lived in their present communities for 5 years or more. The majority did not have early childhood training or a postsecondary education qualification. Most had worked in the position for less than 2 years. Providers had access to several professional development activities, many of which were sponsored or supported by the agency. Fees paid to providers were low, and most traditional job benefits were unavailable to most providers. Providers worked long hours. They expressed satisfaction with and commitment to many aspects of their work, but were dissatisfied with their pay, benefits, and level of recognition by society. Turnover rates were very high, and provider recruitment was difficult. Primary reasons for becoming a provider were the need to earn income and to care for their own children. Provider training was supported by providers and agency coordinators. Recommendations for further study are offered. (10 graphs, 33 references) (RH)

ED 329 375   RC 017 256

Shaw, Willard D.
Education Via Satellite: A Trinational Perspective.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Conference on Teaching at a Distance: Evaluation of Teaching/Learning at a Distance (3rd, Madison, WI, August 3-6, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Developing Nations; *Distance Education; Foreign Countries; *International Programs; Networks; Outreach Programs; Pilot Projects; Postsecondary Education; *Rural Education; *Technical Assistance; Technological Advancement; *Telecommunications
IDENTIFIERS- Indonesia; Peru; West Indies

The Rural Satellite Program of the U.S. Agency for International Development was a 6-year effort (1981-87) to explore the potential uses of two way telecommunications facilities, particularly satellite-mediated, telephone-based technologies--to support Third World Development educational endeavors. This program created three audioconferencing networks in Indonesia, the West Indies, and Peru that linked widely scattered locations and allowed for rapid communication and the sharing of scarce human resources. The Indonesian Distance Education Satellite System and the University of the West Indies Distance Teaching Experiment offered primarily undergraduate and graduate courses, while the Peru Rural Communications Services Project provided in-service training to agricultural extension and health care workers, teachers, and government personnel. Each project had its own technical difficulties, with the common problem of noisy local lines for telephone transmissions. The different nature of each of the systems led to different approaches in program planning although each project generally suffered from a lack of optimal funding for central management and program development. Each of the projects had a strong impact upon the areas and institutions involved, with audioconferencing shown to be a reliable, acceptable, and effective tool. Following the end of the pilot periods, the three networks continued with funding by the host agencies and were expanded. (ALL)

ED 329 389 RC 017 994

Bernal, Jesse R.; Villarreal, Diana

Discovering a Gold Mine of Strategies for At-Risk Students through Systematic Staff Development.

PUB DATE- 7 Oct 90
NOTE- 10p.; Paper presented at the Annual Conference of the National Rural Education Association (82nd, Colorado Springs, CO, October 5-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Dropout Prevention; Elementary Secondary Education; Faculty Development; *High Risk Students; *Inservice Teacher Education; *Program Effectiveness; Rural Schools; Teacher Improvement

This paper discusses an effective model of systematic staff development focusing on prevention and intervention strategies used with at-risk students. The following are key elements: (1) matching of the purposes of training to the goals of the school districts; (2) multiple and integrated activities; (3) participants' thorough orientation to the purpose and content of the development activities; (4) opportunities for collaboration among school staff such as information sharing, observing, mentoring, peer coaching, and planning; (5) ongoing opportunities for practice and information sharing; and (6) follow-up support and assistance between training sessions. The characteristics of effective training sessions and the contextual factors are briefly described. To address the unmet educational needs of the at-risk student population, the in-service training plan should be: (1) comprehensive, including detailed teachers' manuals, curriculum materials, lesson guides, and supportive material; (2) intensive, using one-to-one tutoring or individually-adapted computer-assisted instruction; (3) flexible, using student progress assessments to modify groupings or instructional content; and (4) preventive, emphasizing that students learn to read the first time they are taught. Schools can develop feasible programs to ensure that every child learns, but it will take effective in-service training that is individually tailored to meet those program goals. This paper contains 10 references. (ALL)

ED 329 417 RC 018 034

Porter, Julia Damron; And Others

Student Characteristics and Interest in Rural Practice.

PUB DATE- Oct 90

NOTE- 14p.; Paper presented at the Annual Southern Allied Health Research Symposium (3rd, Oklahoma City, OK, October 17-18, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Background; College Students; Geographic Location; Health Needs; Higher Education; *Labor Needs; Marital Status; *Physicians Assistants; *Rural Areas; *Student Attitudes; *Student Characteristics

IDENTIFIERS- *Health Manpower Shortage Areas; University of Kentucky

Addressing the shortage of health care providers in rural areas, this study examined the relationship between selected sociodemographic and background factors of students to intentions to practice as physician assistants in rural underserved areas. Respondents in the study were 82 students in the University of Kentucky physician assistant program between 1986 and 1990. A 34-item test yielded background data and information on attitudes and values associated with potential practice in rural and Appalachian areas. Key variables were rural background and marital status. Major findings were: (1) 44% of students preferred a rural area or small town as a practice site (among those who were single, 40.35% preferred the more rural areas, compared to 62.5% of married students); (2) of those students from rural areas, 78.6% considered rural areas as ideal practice sites while only 10% of students from metropolitan cities agreed; (3) of the students from rural areas (under 2,500 in population), 92.9% were attracted to medically underserved areas; (4) by background category, 89.5% of students from small towns and rural areas versus 44.4% from urban areas had considered practice in Appalachian Kentucky. A strong positive relationship exists between rural background and intention to practice in a rural area. Therefore, attention to selection of students with rural background may improve health care manpower toward service in rural underserved areas. (KS)

ED 329 448 SO 020 902

Kabalevsky, Dimitrii Borisovich
Music and Education: A Composer Writes about Musical Education.
International Bureau of Education, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 88
NOTE- 150p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Innovation; Intellectual Development; Motivation Techniques; *Music Appreciation; *Music Education; *Music Teachers; *Music Theory; Teaching Experience
IDENTIFIERS- *USSR

Music can play an important part in personality development. Music education for children encourages the capacity for creativity, improvisation, and understanding the beautiful and the good. This book traces the history of the music syllabus among teachers in the Soviet Union and discusses creative freedom and the instructor. It also presents a framework to talk to children about music. The syllabus defines the task of the music instructor, the purpose of music in the school, and the content of music teaching. Using an anecdotal style in relating experiences in the classroom, and during performances, the document includes conversations with and stories about pre-eminent figures in the field of music and Russian history. (NL)

ED 329 502 SO 030 366

Sheffield, Carole J.

Transforming Students' Attitudes about Sexual Violence.

PUB DATE- 90

NOTE- 11p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *College Curriculum; *Controversial Issues (Course Content); Course Content; Females; Feminism; Higher Education; Males; Political Issues; Rape; *Sexual Abuse; Sexual Harassment; Social Problems; *Student Attitudes; Teaching Methods; *Violence; Womens Studies

IDENTIFIERS- *Sexual Violence

An overview of the curriculum of a college course entitled "Politics and Sex" and several strategies found to be effective in transforming students' attitudes about sexual violence are presented. The structure of the course rests on two fundamental principles, both associated with feminist theory. First, the personal is political. Second, that violence and its threat are the underpinning of all systems of oppression and therefore, the analysis of male sexual violence rests on a theoretical premise that violence and its threat is the foundation of male dominance. The strategies for teaching about sexual violence are centered on specific pedagogical objectives, such as the idea of fear as a form of social control and the prevalence of sexual violence in the culture. Teaching effectively about sexual violence involves making the focus for students both personal--that their own attitudes and behaviors are tied to the perpetuation of sexual violence--and systemic--that sexual terrorism is not accidental or coincidental but rather structural and institutional. A list of six references is included. (DB)

ED 329 466   SO 021 133

Primary Education in Pakistan. Part II. The Analysis.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- Agency for International Development (IDCA), Islamabad (Pakistan).; Ministry of Education, Islamabad (Pakistan).
PUB DATE- Jul 86
NOTE- 265p.; For parts 1, 3, and 4, see SO 021 132-135.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Developing Nations; *Educational Assessment; Educational Needs; Educational Planning; *Educational Policy; Educational Research; *Elementary Education; Foreign Countries; Foreign Culture; *International Education; Literacy Education; School Effectiveness
IDENTIFIERS- *Pakistan

This document, the second part of a four-part analysis and assessment of Pakistan's system of primary education, presents the report's susbstantive analysis. Seven chapters are included: (1) Introduction; (2) Educational Policy and Planning; (3) The Financing of Primary Education; (4) Organization, Management, and Administration; (5) The Formal Primary Education System; (6) Non-Formal Education in Pakistan; and (7) Suggested Illustrative Action Program. Various data tables, charts, and maps supplement the text. (DB)

ED 329 114 FL 019 084

Connors, K.
Non-Acquisition, Grammaticality, and the Concept of Interlanguage.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Error Analysis (Language); Foreign Countries; *French; Interlanguage; *Structural Analysis (Linguistics)
IDENTIFIERS- Canada; *Gender (Language); Markedness

French gender marking errors made by 23 Anglophones and 20 Lusophones are analyzed. The observation is made that the errors noted are due to frequent arbitrariness of this particular aspect of the language. It is concluded that the arbitrary portions of this feature of the language are subject to remaining indeterminate in second language grammars, resulting in preformance confusion. It is suggested that these observations provide a contradiction to the interlanguage idea of systematic adherence to principles such as that of markedness. (SR)

ED 329 163 HE 024 274

Allen, Mary J.; And Others

Alumni Perceptions of the Impact of Race/Ethnicity on Their University Experience.

PUB DATE- Aug 90

NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (Boston, MA, August, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Alumni; Asian Americans; Attitudes; Behavioral Sciences; Black Students; *Educational Practices; *Ethnic Bias; Ethnic Discrimination; Ethnic Groups; *Graduate Surveys; Higher Education; Hispanic Americans; *Minority Groups; *Racial Bias; Racial Discrimination; Racial Factors; *Student Attitudes; Trend Analysis; Whites

IDENTIFIERS- California State University; Differentiation

This study examines alumni's perceptions of differential treatment on the basis of race/ethnicity by faculty, students, and staff/administrators in five behavioral science disciplines at eight independent California State University campuses. Reports of personal experiences by 2,078 alumni in four ethnic groups (Asians, Blacks, Hispanics, and Whites) are compared and examined for patterns of changed opinions over time. Both positive and negative differential treatment and the effects of proportional minority enrollment are considered. The effects of perceived racism on alumni reports of their intellectual and personal development and the qualities of their programs are analyzed. The majority of respondents in each ethnic group indicated that their ethnicity/race did not affect their treatment. There was a tendency for respondents to report more positive than negative treatment. At least one source of unfavorable treatment was indicated by 31% of Black alumni, 16% of Hispanic alumni, 9% of Asian alumni, and 3% of White alumni. (17 references) (JDD)

ED 329 194 HE 024 310

Kelley, Jean A.
Telecommunications: A Vision for Nursing Education in the South.
Southern Council on Collegiate Education for Nursing, Atlanta, GA.
PUB DATE- Jan 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Council on Collegiate Education for Nursing (1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Curriculum; *Educational Methods; Futures (of Society); Higher Education; Interactive Video; Nursing; *Nursing Education; Teaching Methods; Technology; *Telecommunications; Teleconferencing; Telecourses
IDENTIFIERS- United States (South)

This paper attempts to put telecommunications into a realistic perspective, provide an overview of selected telecommunication technologies, and examine the impact of telecommunication technologies on nursing education and the preparation of graduates for the 21st century. Trends in nursing practice are outlined in terms of their impact on nursing curriculums and instructional methods; these trends include, among others, the nurse's role as a patient advocate, the growth of alternative health care delivery systems, and ethical dilemmas. The tyranny and promise that telecommunication technologies hold for nursing education are discussed. Four technologies available to provide quality educational services to more nurses in a cost-effective manner are described; these include teleconferencing (audio, video, and computer), television-assisted instruction, computer-aided learning, and interactive video. (46 references) (JDD)

ED 329 274 IR 053 468

Alm, Mary L.; And Others

Assessing Outcomes of Higher Education in Colorado: Initial Library Participation in State Legislature Mandated Assessment.

PUB DATE- 89

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Affective Measures; College Libraries; *Educational Improvement; Higher Education; Library Instruction; *Library Services; Library Surveys; Questionnaires; *Self Evaluation (Groups); Student Attitudes; Teacher Attitudes

IDENTIFIERS- *University of Northern Colorado

In response to a state mandate, the University of Northern Colorado (UNC) created an administrative structure, the University Assessment Committee (UAC), to assess the institution's educational merit. Representing the university library was the University Library Assessment Committee (ULAC). The ULAC used two surveys, one for faculty and one for students, to measure their perceptions of the relationship between the library and the curriculum, to assess their attitudes and awareness of library resources and services, and to better determine the levels of bibliographic instruction that are needed for the library's users. Surveys were returned by 240 of the 551 classroom faculty who were mailed forms; 989 students of 1,500 persons using the library on a selected day completed survey forms. As a result of the data analysis, the ULAC's recommendations to the library administration focused on the areas of improved bibliographic instruction, increased awareness of services, and improvement to the library environment. These recommendations were incorporated into the library's planning priorities for the fiscal year. (MAB)

ED 329 301 JC 910 119

Wyoming Community College Commission Statewide Longitudinal Study Annual Report, 1989-90.

Wyoming Community Coll. Commission, Cheyenne.
PUB DATE- 90
NOTE- 12p.; For a related report, see ED 291 433.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; Career Choice; Community Colleges; Education Work Relationship; Followup Studies; Longitudinal Studies; *Participant Satisfaction; School Surveys; *Self Concept; Student Attitudes; *Student Characteristics; *Student Development; *Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Wyoming

A study was conducted by the Wyoming Community College Commission to describe the variables that affect students' progress toward their personal, academic and career objectives, and to evaluate their progress in reaching those objectives. The 5-year longitudinal study focused on a random sample of 181 students who were first-time, first-year attendees at one of the seven Wyoming community college campuses in fall 1987. An initial survey was conducted in 1987 to profile the students and identify their educational and career goals. The study design then called for follow-up surveys to be conducted every 6 months over the next 5 years. This report presents results from 1989-90, the third year of the study. Highlighted findings include the following: (1) among the 20% of the respondents who changed their marital status since 1987, 77% had married and 23% had separated or divorced; (2) when asked to rate their competency relative to selected skills and abilities, 58% rated themselves as average, while 31% rated their skills and abilities as superior; (3) 70% of the respondents were satisfied with their growth in skills and abilities since enrolling, 77% were satisfied with their personal growth, and 61% were satisfied with their progress toward achieving their educational and career goals; (4) 59% of the respondents were still enrolled in institutions of higher education, with 42% of this group at two-year colleges and 54% at four-year institutions; (5) 63% of the respondents were working full- or part-time, though only 31% were working in their chosen career field; and (6) 80% of the respondents reported being satisfied with the education they had received at their community college. (JMC)

ED 329 344 PS 019 445

Seppanen, Patricia S.; Love, John M.
Observational Study of Preschool Education and Care for Disadvantaged Children: Recommendations for Measuring Cognitive and Social-Emotional Outcomes among Chapter 1 Children.
RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 15 Jul 90
NOTE- 103p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Development; Compensatory Education; *Criteria; Day Care; *Disadvantaged Youth; Emotional Development; Guidelines; *Individual Development; Outcomes of Education; Preschool Education; Profiles; Research Design; Research Methodology; *Selection; Social Development; *Student Evaluation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This paper presents recommendations about measures for assessing cognitive and social-emotional outcomes of children in Chapter 1 preschool and kindergarten programs. Section I explains the purpose and design of the study, giving special attention to the Chapter 1 substudy. Section II covers critical issues related to cognitive and social-emotional outcomes that will be measured as part of the substudy. Section III reviews basic considerations guiding the selection of measurement instruments and the supporting rationale. Section IV outlines the review process, summarizes criteria used in the review of instruments, and summarizes distinguishing characteristics of instruments that meet the criteria. Recommendations for instruments to be used in the study, and the rationale and description of necessary adaptations of one instrument, are included in Section V. Appendix A contains a summary of outcome measures and instruments used in large-scale studies in early childhood and recent state and local studies. Included in Appendix B is a preliminary screening of all candidate instruments. Appendix C includes profiles of instruments that meet preliminary criteria, while Appendix D includes a summary of responses to interviews with Chapter 1 program staff at the state and local levels regarding objectives, instructional approaches, and use of test instruments in Chapter 1 preschool programs. (RH)

ED 329 433 SE 051 955

Scanlon, Andrew, Ed.; And Others
Behind the Scenery.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 90
NOTE- 175p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; *Environmental Influences; Foreign Countries; *Geology; Groundwater; Mining; Oceanography; Physical Environment; *Physical Geography; Plate Tectonics; *Resource Materials; Secondary Education; *Secondary School Science; Soil Science; Wind (Meteorology)
IDENTIFIERS- *Australia (Tasmania)

Knowledge of the physiographic evolution of the Tasmanian landscape is still very far from complete; however, all aspects of the landscape are governed by definable processes acting on the rock medley which is the heritage of Tasmania's geological history. This book explains Tasmania's landforms and geology in terms of geologic processes. Chapters include: (1) "Our Changing Earth"; (2) "Weathering"; (3) "Soils and Soil Erosion"; (4) "Groundwater"; (5) "The Development of Rivers"; (6) "Waves and Coastlines"; (7) "Glaciation and Tasmania"; (8) "The Effects of Wind"; and (9) "The Geological History of Tasmania". A summary of the geological history of Tasmania is appended. (KR)

Patrick, John J.
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Academic Achievement; Civics; *Core Curriculum; Economics Education; Geography Instruction; Grade 11; Grade 12; High Schools; *High School Students; *Knowledge Level; *Social Studies; United States History
IDENTIFIERS- ERIC Digests; *Joint Council on Economic Education; *National Assessment of Educational Progress

During 1990, the National Assessment of Educational Progress (NAEP) reported findings about elementary and secondary school students' knowledge of U.S. history, geography, and civics. In 1988, the Joint Council on Economic Education reported findings from its national study of high school students' knowledge of economics. The designers and reporters of these national assessments have assumed that their instruments measured knowledge students should have learned through involvement with the social studies curriculum in elementary and secondary school. The synthesis of findings in this digest, however, is restricted to 11th and 12th graders, students who have completed most, if not all, of the social studies curriculum. The overall achievement of these upper level high school students in the core subjects of the social studies (history, geography, civics, and economics) is dismal. Factors identified that tend to produce better performances include a home environment where reading and information are valued, limited television viewing, classroom lessons that involve utilization of knowledge and higher level performances on tests of knowledge, teacher knowledge of the subject area, and strong programs of teacher in-service education. A 9-item resource list concludes the Digest. (Author/JH)

ED 329 519 SP 032 903

Reiman, Alan J.; Edelfelt, Roy A.

The Opinions of Mentors and Beginning Teachers. What Do They Say about Induction? Research Report 91-1.

North Carolina State Univ., Raleigh. Dept. of Curriculum and Instruction.

PUB DATE- Jan 91

NOTE- 27p.; For the interview study, Research Report 90-7, see SP 032 904.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Mentors; *Program Attitudes; Program Improvement; *Teacher Attitudes

This paper summarizes and analyzes the results of a questionnaire study of mentors and beginning teachers. The objective of the questionnaire study was to corroborate and extend the information gathered in a previous interview study. Mentors and beginning teachers were presented with statements describing the support given to beginning teachers and the conditions under which beginning teachers worked. They were asked to indicate, on a scale of 1 to 4, what was occurring and what should be occurring. In view of the conclusions from the previous interview study--that strategies should be explored to encourage mentor-novice consultation on higher-level teaching skills and that steps should be taken to encourage the maintenance of a high level of assistance after the first semester and in the second year--this study indicates that capacity building, support systems, and encouragement to try additional practices in mentoring are in order. Ten recommendations are offered. The questionnaires for mentor teachers and beginning teachers are included in an appendix. (Author/JD)

Olson, Paula
Referring Language Minority Students to Special Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Elementary Secondary Education; Federal Legislation; *Limited English Speaking; *Referral; *Special Education; *Student Characteristics; *Student Needs; Testing
IDENTIFIERS- ERIC Digests; *Language Minorities

This digest discusses the process of referring language minority students to special education, focusing specifically on the problems of overreferral and underreferral. The prereferral process, the assessment and referral process, and the characteristics and behaviors of language minority students in need of special education are described in detail. (VWL)

Archer, Philip; Gittman, Betty

The Needs of School Districts for Educational Computer Services.

PUB DATE- Nov 88
NOTE- 34p.; Paper presented at the Northeastern Educational Research Association Conference (November 1988). Extremely small print in data tables may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Computer Assisted Instruction; *Data Processing; *Educational Administration; Elementary Secondary Education; Long Range Planning; Microcomputers; *Needs Assessment; Prediction; *School Districts; School District Spending; Tables (Data)
IDENTIFIERS- *Boards of Cooperative Educational Services; New York

This study investigated the current and projected needs of 42 school districts in Nassau County, New York, for data processing and educational computer services, current sources of computer services, needed improvements in services, and long-range needs. Analysis of districts' needs for computer services found that the majority of districts needed administrative/management services, pupil personnel services, and instructional services. School districts subscribed to Nassau BOCES (Board of Cooperative Educational Services) for most of their data processing and educational computer service needs; the next most usual approach of obtaining services was through the use of in-house microcomputers. Recommendations for improvement reflected districts' goals for dependable, customized, cost-effective services responsive to their unique needs, timely service and repairs, and well-trained staffs. Long-range needs of districts stressed district-level coordination, and continued support and availability of systems, software updates, and installations. (Author)

ED 329 258 IR 052 813

Milligan, Stuart

What Does Copyright Have To Do with My Teaching Activities? What Is Fair Use? What Is an Anthology?

PUB DATE- 26 Sep 88

NOTE- 8p.; Paper presented at the Western New York/Ontario Chapter of the Association of College and Research Libraries (ACRL) Workshop (Buffalo, NY, September 26, 1988). For the complete proceedings, see IR 052 805. For other papers of this Workshop, see IR 052 806-812.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; *Anthologies; *Copyrights; *Fair Use (Copyrights); Higher Education; *Reprography

IDENTIFIERS- *Library Reserve

This paper examines the third fair use standard in section 107 of the 1976 Copyright Act--"the amount and substantiality of the portion used in relation to the copyrighted work as a whole"--as it applies to copying for extended classroom uses such as library reserve. The guidelines are interpreted in terms of amount, substantiality, public use, and multiples of single copies. The connection of this standard with the "anthologizing" principles outlined in the fair use guidelines and with the "systematic reproduction" provision in section 108, which deals with library and archive exemptions, is also discussed. (8 references) (MES)

ED 329 287   IR 053 482

IFLA General Conference, 1990. Division of Management and Technology: Section of Informtion Technology; Section of Statistics; Audiovisual Media Joint with Education and Training. Round Table. Booklet 6.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 90

NOTE- 56p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 6 contains six papers. Two additional papers are included in this document.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Archives; Audiovisual Aids; *Computer Networks; Data Collection; Decentralization; *Information Technology; *Library Administration; Library Automation; Library Cooperation; Library Education; Library Materials; Library Networks; Library Personnel; *Library Statistics

The eight papers in this collection were presented at the meetings of three sections of the Division of Management and Technology: (1) "Distributed Intelligence in Library Systems: Prospects and Problems" (S. Michael Malinconico); (2) "Library Cooperation Based on Information Technology Networks: A Vision for a European Library Future" (Morten Hein); (3) "The New PICA Library Network" (Look Costers); (4) "A Plan of Action for Collecting Statistical Data on the Prices of Library Materials" (Frederick C. Lynden); (5) "Harmonizing Library Statistics from Different Countries: A Nordic Adaptation of the International Standard for International Library Statistics" (Ivar A. L. Hoel); (6) "Training for Audiovisual Archivists and Librarians" (James Turner); (7) "Statistics: What Are the Future Needs?" (M. E. L. Jacob); and (8) "Statistics Section: Review of Current Activities" (Libena Vokac). (MAB)

ED 329 404 RC 018 018

McNutt, John G.

American Social Welfare Policy and Social Justice for Appalachia's Children.

PUB DATE- Nov 90

NOTE- 34p.; Paper presented at the Annual University of Kentucky Conference on Appalachia (5th, Lexington, KY, November 6-7, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Children; *Child Welfare; Community Action; Family Programs; Federal Programs; *Justice; *Public Policy; *Rural Areas; Social Action; Social Services; Voluntary Agencies; *Welfare Services

IDENTIFIERS- *Appalachia

This paper examines social welfare policy and its impacts on Appalachian children. The discussion is based on a notion that a just society meets basic needs of all its members. Current social policy: (1) does not include a comprehensive family policy; (2) depends on state and local contributions which are limited in rural Appalachia; (3) has become more conservative; (4) has suffered from a stressed national economy; and (5) is geared toward urban areas, and does not consider Appalachian values. Income support programs include Social Security, Aid to Families with Dependent Children; Food Stamps; the Women Infants and Children supplemental food program; and the Federal School Lunch Program. Medicaid is the principal program for health care, while Community Mental Health Centers are the primary avenue for mental health needs. Child Welfare services include Child Protective Services, Foster Care, Adoption Services, Day Care, Homemaker Services and Group Care. Public housing and housing subsidies attempt to provide adequate housing for the poor. Although new national policies could further the cause of social justice, the federal deficit, budget cuts, and other problems make it unlikely that funds will be available to implement the necessary policies. Therefore, rural communities should develop community-based programs to support children and families. By encouraging small-scale economic development, communities can use the informal economy to support families. In addition, voluntary associations could address mental health needs and serve as advocates for children and families. This paper contains 50 references. (KS)

ED 329 449　　　SO 020 935

Mialaret, G.; And Others
Introduction to the Educational Sciences.
International Bureau of Education, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 85
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Educational History; *Educational Research; *Educational Sociology; *Educational Theories; Educational Trends; Foreign Countries; Higher Education; *Secondary Education; Social Studies; World Problems

This volume looks at the comparative study of educational policies, issues, and problems covering developments in education worldwide. Some educators define education as an applied art that attempts to use scientific approaches. This collection of articles presents the European viewpoint, in which scholars consider key elements in the study of educational issues and concerns. Articles include: (1) ''The Philosophy of Education'' (O. Reboul); (2) ''The History of Education'' (A. Leon); (3) ''Educational Sociology'' (G. Mialaret; V. Isambert-Jamati); (4) ''Educational Demography'' (G. Mialaret; P. Clerc); (5) ''Educational Economics (F. Orivel); (6) ''Educational Planning'' (S. Lourie); (7) ''Educational Administration (L. Tiburcio); and (8) ''Comparative Education (Le Thanh Khoi). A 226-item selected bibliography also is included. (NL)

ED 329 147 HE 023 403

Genthon, Michele; Joscelyn, Mary K., Ed.

Helping Teaching and Learning Centers Improve Teaching. Accent on Improving College Teaching and Learning.

Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Faculty; Educational Facilities; *Faculty Development; Higher Education; *Program Development; *Resource Centers; *Teacher Improvement; *Teaching Methods

Suggestions are offered for developing teaching and learning centers or faculty support programs to improve college teaching. Suggestions include: develop a faculty partnership, be discipline specific, allow time for divergence, offer variety, provide a smorgasbord, focus on both planning and teaching, translate research findings into classroom applications, read and share the current literature, use "draft" form when distributing documents about plans for teaching improvements or principles of teaching and learning, use technology, and provide opportunities for professional growth. (JDD)

ED 329 210 IR 014 022

Gottert, Reinhard

Fernstudieninteressenten Ihr Selbstbild und Weiterer Studienverlauf. Interest in Distance Studies. Your Self-Image and Further Course of Study. ZIFF Papiere 47.

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jun 83
NOTE- 77p.
LANGUAGE- German
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Distance Education; Dropouts; Foreign Countries; Higher Education; Open Universities; *Self Concept; *Student Attitudes; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Fernuniversitat (West Germany)

More than 500 prospective students intending to enroll for distance study at the Hagen Fernuniversitat described themselves in aspects of their psychosocial attitudes and behavior. Information was gathered on which of these students actually enrolled for distance education and which of them were still registered for a second year. Compared to various population groups and three conventional student samples, the interviewees saw themselves as more competitive, achievement oriented and assertive, and as less interested in social contacts. Only small differences were found between dropouts and persisters (after one year in distance education): the persisters (before enrollment) had portrayed themselves as more competent and successful in coping with academic and social demands. This finding is discussed as a possible hint of differences in a generalized self concept of competence. Much emphasis is given to possible ambiguities in the interpretation of the results. (81 references and 7 tables of statistical data) (Author/GL)

ED 329 226 IR 014 867

High-Performance Computing Act of 1990: Report of the Senate Committee on Commerce, Science, and Transportation on S. 1067.
Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.
PUB DATE- 90
NOTE- 36p.; Report submitted by Senator Hollings, from the Committee on Commerce, Science, and Transportation. Calendar No. 710. For hearings on Title 2 of S. 1067, see ED 328 244.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computers; Computer Science Education; Computer Software Development; Computer System Design; Databases; Federal Government; Federal Legislation; *Federal Programs; Higher Education; Public Agencies; *Research and Development; Technological Advancement; Telecommunications
IDENTIFIERS- Congress 101st; *High Performance Computing; National Research and Education Network; *Supercomputers

This committee report is intended to accompany S. 1067, a bill designed to provide for a coordinated federal research program in high-performance computing (HPC). The primary objective of the legislation is given as the acceleration of research, development, and application of the most advanced computing technology in research, education, and industry. Each of the seven titles of the bill is discussed in detail: (1) Title 1 establishes an interagency National HPC Program to provide for coordination of the federal agencies involved in high-performance computing by the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET); (2) Title 2 calls for the creation of a National Research and Education Network (NREN) to link researchers in government, industry, and universities around the country; (3) Title 3 makes the National Science Foundation the lead agency for ensuring that federally funded databases and network services can be accessed over the network; (4) Title 4 calls for expanded software research and development, especially on software for supercomputers; (5) Title 5 provides for research on supercomputers and encourages development of new supercomputing technology by the private sector; (6) Title 6 requires the White House Office of Science and Technology Policy (OSTP) to oversee and coordinate federal programs for basic research in computer technology and for the education of computer scientists, computational scientists, information scientists, and electrical engineers; and (7) Title 7 authorizes funding for the National Science Foundation and the National Aeronautics and Space Administration for the purposes of the bill. Also discussed are the benefits of and need for high-performance computing, and the legislative history of the bill. (DB)

ED 329 390 RC 017 999

Merino, Claralynn
Development of a Generic Model Aimed at Building Self-Love among Para-Alcoholic Native American Children. A Practicum Report.
PUB DATE- May 90
NOTE- 160p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affection; *Alcoholism; *American Indian Education; American Indians; Behavior Change; *Emotional Development; Family Influence; *High Risk Students; *Preschool Children; Preschool Education; *Self Esteem; Student Behavior; Teacher Student Relationship
IDENTIFIERS- Children of Alcoholics; *Native Americans

Many Native American communities have high rates of alcoholism. Children growing up in alcoholic families often exhibit co-dependent or para-alcoholic behaviors, which place them at high risk of educational failure. The Love Bug model was designed to encourage culturally appropriate self-expression and to promote self-love and detachment from alcohol among preschool and elementary school children. The model was implemented with 20 Head Start students identified as para-alcoholic. Already at high risk, these 4-year-olds rejected their teacher's touch, laughed at compliments, were afraid to try new things, were afraid of making mistakes, and had poor social skills. The Love Bug--a stuffed animal with a human face and long arms for hugging--was used to introduce classroom rules, to provide a means to compliment appropriate behavior, and to ease the children into allowing themselves to be touched. The Love Bug's nest was a place where students who needed time-out could sit, hold the Love Bug, and be soothed by music. Charts were kept on student behavior. During the months of implementation, the children began to touch and hug their teacher often. Parents reported that their children had become more affectionate at home. Para-alcoholic behaviors, seen in overwhelming amounts during the first month of school, diminished. Evaluations by parents, educators, and tribal leaders were all positive. This paper contains 24 references; class, parent, and youth survey instruments; and a Love Bug model study guide. (SV)

ED 329 418 RC 018 035

Kruh, Janet J.; Murphy, Karen L.

Interaction in Teleconferencing: The Key to Quality Instruction.

PUB DATE- 90
NOTE- 8p.; Paper presented at the Annual Rural and Small Schools Conference (12th, Manhattan, KS, October 29-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Communications; Audiovisual Instruction; *Classroom Techniques; *Distance Education; Elementary Secondary Education; *Interaction; Interpersonal Relationship; Online Systems; *Teacher Student Relationship; Telecommunications; *Telecourses

This paper examines classroom strategies for distance learning. It discusses the importance of participant interaction in all learning, and offers examples of interactive distance-learning situations. Focusing on interaction of learning, the paper is intended to assist public schools in assessing various distance-learning programs, including computer conferencing, fiber optic cable, and audio-, audiographic-, or satellite teleconferences. Traditional classroom interaction is channeled in a variety of ways. Interactive participation stimulates the learning process in solving problems, encourages constructive criticism of solutions, and strengthens group commitment. Distance-education environments often become passive experiences for learners, but instructional strategies can be used to improve interaction in teleconferencing. Categories of teleconferencing interaction include the following: (1) learner interaction with the presenter; (2) learner interaction among persons at a local site; (3) learner interaction with persons at other sites; and (4) vicarious interaction. Strategies such as panel discussions, role playing, and question-and-answer sessions also can be used to bring variety to interaction. The document concludes that quality distance education depends upon the degree of interaction. The document includes a bibliography of nine references. (TES)

ED 329 467 SO 021 134

Primary Education in Pakistan. Part III. Case Studies of Primary, Middle, Literacy, and Skills Education.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- Agency for International Development (IDCA), Islamabad (Pakistan).; Ministry of Education, Islamabad (Pakistan).
PUB DATE- Jul 86
NOTE- 105p.; For parts 1, 2, and 4, see SO 021 132-135. Appendix A may not reproduce legibly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Case Studies; *Developing Nations; *Educational Assessment; Educational Needs; Educational Planning; *Educational Policy; Educational Research; *Elementary Education; Foreign Countries; Foreign Culture; *International Education; Literacy Education; Questionnaires; School Effectiveness
IDENTIFIERS- *Pakistan

This document, the third part of a four-part analysis and assessment of Pakistan's system of primary education, presents findings from case studies of primary, middle, literacy, and skills education. The report's eight chapters are: (1) Introduction; (2) Study Methodology; (3) The Facilities; (4) School Personnel; (5) Instruction; (6) The Students; (7) The Communities; and (8) Summarized Conclusions and Results. Two appendices provide the case study questionnaires and a list of sample districts. Twenty-three tables are also provided. (DB)

ED 329 503 SO 030 368

Giri, Ram Ashish

The Image of Women in the American and Indian TV Commercials: A Comparative Analysis.

PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Cultural Images; *Females; Foreign Countries; Foreign Culture; *Mass Media Effects; Media Research; Sex Bias; Sex Discrimination; *Sex Stereotypes; Social Science Research; *Television Commercials; *Womens Studies
IDENTIFIERS- *India

Sexual harassment and exploitation exist in every culture no matter how advanced and civilized that culture is. The difference is only in degree rather than in kind. One example of such fulmination and exploitation can be found in the media. In order to see to what extent the abuse of women persists in the media of two very large and very different societies, commercials on Indian and U.S. television were studied. Television commercials were selected because: in spite of the growing concern and opposition from the feminist movement, TV commercials continue to portray the negative image of the gender bias role of females; television ads are a reflection of society; the gender stereotypes are more explicit in television commercials than any other regular programming; and the humiliation of women is nowhere more evident than in TV commercials. The study reveals that while U.S. television commercials continue to present only one aspect of women's life (their relationship to men as wives, subordinates, or sex-objects); Indian TV commercials are imitating the Western tradition and increasing the abuse of women every day. The sad thing is that men and women do not react to this impropriety in the same way. In fact many men like it as it is. The change in this traditionally locked image, however, must take place, and it must take place now if the coming generation is to be saved from this stereotypic gender image. (Author/DB)

ED 329 099 FL 018 404

Volunteer Voice. Vol. VII, Nos. 1-5, June 1989-January 1990.
Tacoma Community House, WA.
PUB DATE- Jan 90
NOTE- 46p.; Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Acculturation; Annotated Bibliographies; Class Activities; Classroom Techniques; Culture Conflict; Educational Strategies; *English (Second Language); Folk Culture; Foreign Countries; Instructional Materials; Refugees; Second Language Instruction; Textbooks
IDENTIFIERS- El Salvador; Total Physical Response

This document consists of five issues of a newsletter of an English-as-a-Second-Language (ESL) and refugee acculturation program operating in Tacoma and Seattle, Washington. Articles include: a bibliography of textbooks recommended to ESL teachers and tutors; professional news and announcements; a discussion of lesson planning; an explanation of common Southeast Asian medical practices; classroom warm-up activities; suggestions for understanding the sources of and overcoming some cultural conflicts between Asians and Americans; a narrative of a church delegation's trip to El Salvador; a teacher's account of the use of the Total Physical Response method for ESL instruction; an analogy of recent refugees to early American pilgrims; notes on storytelling in class using 'Br'er Rabbit and the Tar Baby''; and a teaching method book review. (MSE)

ED 329 115 FL 019 085

Berube, Barney; And Others
Book of Solutions: Frequent Questions on Concepts, Issues and Strategies for the Education of Language Minority Children.
Maine State Dept. of Educational and Cultural Services, Augusta. Curriculum Div.
SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
PUB DATE- 90
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Classroom Techniques; Community Involvement; Comparative Analysis; Educational Resources; *Educational Strategies; Elementary Secondary Education; *English (Second Language); Equal Education; Federal Legislation; Financial Support; Identification; Intelligence Tests; Language Proficiency; Language Tests; Legal Problems; *Limited English Speaking; Parent Role; Psychological Testing; Second Language Programs; Standardized Tests; State Legislation; Student Characteristics; Teacher Qualifications; *Testing; Test Interpretation; Test Use

Responses to over 100 of the most frequently-asked questions about the education of language-minority students are presented for Maine school personnel. The book has 12 sections. The first lists and defines common acronyms, and the second addresses various aspects of student evaluation, including: identification of limited-English-proficient (LEP) students, definitions of testing terms, standardized tests, psychological and intelligence tests, English language proficiency tests, appropriateness of comparisons among students, test result interpretation, multiple-criteria testing, and general questions. Section 3 looks at federal and state legal issues in program design and implementation. Topics of sections 4-12 include personnel, parent and community roles, English-as-a-Second-Language programs, student needs and special requirements, equal educational access considerations, sources of information and support, funding, and common terminology. Maine state guidelines and legal obligations concerning appropriate educational practices for LEP students are appended. (MSE)

ED 329 132 FL 800 137

Cook, Cindy; Godley, Vera, Ed.
Workplace Literacy: A Curriculum Development Guide.
Altron Inc., Wilmington, MA.; Cambodian Mutual Assistance Association of Greater Lowell, MA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.
PUB DATE- Dec 89
NOTE- 139p.; Photographs and some captions will not reproduce well. Pages 77-82 contain extremely faint type. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Agency Cooperation; Asian Americans; Cambodians; *Curriculum Development; English (Second Language); *Inplant Programs; *Labor Education; *Literacy Education; Needs Assessment; Program Development; Second Language Programs; Student Needs; *Vocational Education
IDENTIFIERS- *Workplace Literacy

This guide describes the process used by the Cambodian Mutual Assistance Association of Greater Lowell, and Altron, Inc., a local manufacturer, to design, establish, and operate a workplace literacy program. The first chapter outlines steps and considerations in setting up the program, including the establishment of a successful collaboration, assessment of company needs, scheduling, recruitment and selection, evaluation of student strengths and needs, classroom organization, and determination of teacher goals. Chapter 2 describes the participatory process and problem-posing approach used to develop issues of interest into lessons for instruction. The third chapter explains the technical training section of the program, which used participatory investigation of the processes, tasks, terminology, precepts of quality, and productivity guidelines used on the job to promote learning. Chapter 4 discusses the evaluation process and the participation of four groups: the evaluator for the federal grant, the company's management, the students, and the teacher. Appended materials include program needs assessment instruments and program guidelines, and worksheets and teacher instructions for the language and technical training components. An 18-item list of workplace literacy resources is also included. (MSE)

ED 329 164 HE 024 275

Allen, Mary J.; And Others
Alumni vs. Faculty Opinion on Undergraduate Psychology Programs.
PUB DATE- Aug 90
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (Boston, MA, August, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *Attitudes; College Outcomes Assessment; *Educational Quality; *Graduate Surveys; Higher Education; *Psychology; Public Colleges; *Student Development; *Teacher Attitudes; Undergraduate Study
IDENTIFIERS- California State University

Opinions on undergraduate psychology programs were obtained from 348 psychology alumni who graduated between 1978 and 1988, and from 101 psychology faculty who taught during this same period on eight campuses of California State University. Twenty items reflecting student development and eight items measuring program quality were factor analyzed separately and were combined into five factors (personal growth, cultural diversity, basic skills, scientific principles, and program quality). Alumni were generally positive about their programs and their learning. Alumni were particularly aware of the major's contributions to their personal growth. Faculty mean responses about student personal growth and learning were generally between "fair" and "good," with higher ratings given to basic skills and scientific principles items. Alumni and faculty mean ratings were significantly different overall on 4 of the 5 factors and on 21 of 27 items. Every item assessing student development that revealed a significant difference was marked higher by alumni, and every item assessing program quality was marked higher by faculty. (Six references) (JDD)

ED 329 179 HE 024 292

Richardson, Richard C., Jr.

Promoting Fair College Outcomes: Learning from the Experiences of the Past Decade.

Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, Tempe, AZ.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 91

NOTE- 48p.; For a related report see HE 024 291.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Academic Achievement; Academic Persistence; American Indians; Blacks; Case Studies; Colleges; *Educational Improvement; Enrollment Influences; *Enrollment Trends; *Equal Education; Graduation; Higher Education; Hispanic Americans; *Institutional Role; *Minority Groups; Outcomes of Education; *School Holding Power; Undergraduate Study; Universities

IDENTIFIERS- *Diversity (Student)

This report presents an analysis of the data developed from a survey involving case studies of 10 public colleges and universities with good records for graduating African Americans, Hispanics, or American Indians. The survey identified 36 state and 68 institutional practices associated with high, or improved, equity outcomes during the 1980s. Ten states and all of the 142 public, four-year institutions within their boundaries responded to the survey, providing information about the intensity and duration of these practices between 1980 and 1988. States and institutions also provided participation and graduation rates for the racial and ethnic groups they served. Among the study's findings concerning developing conditions between 1980-89 were the following: (1) about 20% of the predominantly Anglo institutions improved both enrollment and graduation equity outcomes between 1980 and 1988; (2) another 20% of the predominantly Anglo institutions improved enrollment equity, but lost ground on graduation equity; (3) about 30% of the institutions lost ground both in enrollment and graduation equity; (4) state efforts to improve access and undergraduate education had positive effects; (5) state policies improving transfer opportunities also had a strong positive effect; and (6) state actions were seen as primarily influencing graduation equity for African Americans and enrollment equity for Hispanics. Contains 5 references. (GLR)

ED 329 195 HE 024 311

Florida Health Professions Education Profiles: 1991--Report 4.
Florida State Postsecondary Education Planning Commission,
Tallahassee.
PUB DATE- 21 Feb 91
NOTE- 102p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Continuing Education; Curriculum; Data Collection; Educational Needs; Educational Planning; *Educational Policy; *Health Occupations; Higher Education; *Labor Market; Labor Needs; Labor Supply; Minority Groups; Occupational Information; Postsecondary Education; *Professional Education; School Business Relationship; State Programs; Student Financial Aid; Tuition
IDENTIFIERS- *Florida

This state-mandated report reviews the status of health professions education programs in Florida. Part 1 provides an overview of health professions education policy by describing special considerations for policymakers and program planning, reviewing outcomes of previous Florida Postsecondary Education Planning Commission recommendations, and identifying issues and recommendations pertaining to health professions education. These issues include data collection, labor market supply and demand, minority participation, tuition and financial aid, curriculum, and coordination with the health care delivery system and government. Part 2 provides data profiles on selected health professions education programs. The profiles cover medical education, chiropractic education, dental education, veterinary medicine, pharmacy, public health education, nursing education, physician assistant education, physical therapy and occupational therapy education, and dental auxiliaries. Each profile describes education requirements, licensure and continuing education, and supply and demand factors. (30 references) (JDD)

ED 329 275 IR 053 469

Rosenzweig, Robert M.
Scholarship and the Need for Information.
PUB DATE- 22 Mar 89
NOTE- 6p.; Paper presented at the Annual Forum on Federal Information Policies (6th, Washington, DC, March 22, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; *Access to Information; *Censorship; *Federal Government; Government Employees; Government Role; Higher Education; Information Dissemination; *National Security; Public Policy; Research Projects
IDENTIFIERS- Information Policy; Reagan Administration

Traditionally, governments have found it necessary to repress unpopular ideas and to restrict the free flow of information. Until quite recently, universities have escaped such repression; however, recent developments in the areas of research in science and advanced technology have created tensions as governmental and academic interests have become more enmeshed. During the years of the Reagan Administration, several national security directives were issued which sought to restrict the communication of research results that were deemed threatening to national security. Information crossing borders was believed to be as potentially dangerous as the export of military hardware. Individual governmental agencies reserved the right to prescreen research papers and "correct" methodologies and data before their publication; and the individual national directive, NSDD 84, which was eventually rescinded, would have required more than 120,000 government employees to sign agreements requiring prepublication review of anything they proposed to publish after leaving the government. It is advised that the intellectual community become more aware of any existing censorship apparatus and work toward a goal of open scholarship. (MAB)

ED 329 315 JC 910 149

Scott-Skillman, Thelma; Halliday, Karen

Matriculation: A Report on Third-Year Implementation, 1989-90.

California Community Colleges, Sacramento. Board of Governors.; California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 91
NOTE- 92p.; Discussed as agenda item 13 at a meeting of the Board of Governors of the California Community Colleges (Stockton, CA, March 14-15, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Academic Persistence; Ancillary School Services; College Admission; *Community Colleges; Counseling Services; *Educational Legislation; Educational Policy; Government School Relationship; Minimum Competencies; Program Effectiveness; Program Evaluation; Remedial Instruction; School Orientation; Self Evaluation (Groups); *Student Personnel Services; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

In California's community colleges, matriculation refers to the broad array of state-mandated efforts, including entry testing, placement, special counseling, remediation, and other academic and support services designed to help promote and sustain the efforts of credit students to succeed in their educational endeavors. This 1989-90 report details the third year of progress of the colleges toward full implementation of matriculation. Significant findings of the report include the following: (1) students with precollege level skills who received two or more matriculation services earned a grade point average (GPA) of 2.07 compared to students with similar skills who received only the admission component and earned a cumulative GPA of 1.33; (2) 87% of the students receiving full matriculation services persisted from fall 1989 to spring 1990, compared to 70% of the students receiving admissions services only; (3) the total number of students receiving orientation services increased from 61,000 in 1987-88 to 424,081 in 1989-90; (4) during this same period, the number of students receiving assessment services increased from 96,000 to 482,008, and the number receiving counseling/advising services increased from 181,000 to 929,287; and (5) matriculation has been costing more than originally estimated, with the districts making up the difference beyond their required commitment. Data tables and bar graphs are included, and copies of matriculation legislation, and a summary of conclusions and recommendations are appended. (GFW)

ED 329 328 PS 018 418

King, Martha P.

Saving Lives and Money: Preventing Low Birthweight.

National Conference of State Legislatures, Denver, CO.

SPONS. AGENCY- Primerica Foundation, Greenwich, CT.

PUB DATE- Oct 88

NOTE- 50p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Birthweight; Blacks; Cost Effectiveness; Family Planning; Federal Aid; *Health Care Costs; Health Insurance; Infant Mortality; *Infants; Medical Services; Pregnancy; *Premature Infants; Prenatal Influences; *Prevention; *State Legislation; State Programs

IDENTIFIERS- Medicaid; *Prenatal Care; State Role

This publication addresses the issue of low birthweight and what state legislatures can do to reduce its incidence, particularly in regard to ensuring prenatal care. Other than prevention of unwanted pregnancies, provison of good prenatal care is the most effective strategy for reducing the number of low birthweight babies. This text describes: (1) the causes of low birthweight in the United States; (2) reasons why legislators should be concerned about low birthweight; (3) what legislators can do to reduce its incidence; (4) federal assistance programs available to states; (5) the cost-effectiveness of prenatal care; (6) recent state activities designed to reduce low birthweight and infant mortality rates; and (7) ways states are paying for expanded prenatal care. Appendix A describes eight states' approaches to prevention of low birthweight. These approaches involve the development of successful prenatal care services; the definition of prenatal care as a right of all pregnant women; prevention of preterm labor through education; assessment of the need for prenatal care among counties and allocation of resources based on priority; a focus on high-risk pregnant women; the study of various state and city approaches to planning programs; and the use of state-specific data for presentation to legislators. Appendix B lists resources and offers a brief annotated bibliography. (BC)

ED 329 360 PS 019 473

Kunesh, Linda G.

Early Intervention for At-Risk Children in the North Central Region: A Comparative Analysis of Selected State Education Agencies' Policies.

North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 130p.; For Executive Summary, see ED 321 875.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- *At Risk Persons; Comparative Analysis; Early Childhood Education; *Early Intervention; *Educational Policy; Educational Quality; Eligibility; Federal Legislation; Financial Support; Guidelines; Kindergarten; Parent Participation; State Legislation; State of the Art Reviews; *State Programs; Student Evaluation; Teacher Education; Teacher Student Ratio; Teacher Supervision

IDENTIFIERS- Developmentally Appropriate Programs; Rules and Regulations; United States (Midwest)

The primary purpose of this policy study was to identify and examine early intervention policies for young children at risk of academic failure in selected state education agencies (SEAs) in the North Central Region of the United States. The secondary purpose was to document the processes by which the selected states in the north central educational region developed their early intervention policies and legislation. Copies of state legislation, policies of departments of education, and accompanying rules, guidelines, and requirements were obtained from SEA personnel and legislators. The literature was surveyed in an effort to gain a historical perspective on the field of early intervention. In addition, national education and government organizations and associations were contacted by letter and telephone in an effort to obtain their position or policy statements on early intervention and early childhood education. A number of research, policy, and advocacy organizations were also contacted for background information. High/Scope and the National Association for the Education of Young Children were contacted for information to be used as a basis for analysis of SEA policies and legislative mandates. This study offers discussions of the states' early intervention policies and legislation, the comparative analysis which was conducted, and policy implications of early intervention. A list of abbreviations and a glossary are included; two lists of organizations are appended. (120 references) (RH)

ED 329 376 RC 017 390

Beers, C. David; And Others
Practitioners' Views of Indian Education in New Mexico: We Seek Harmony.
New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.; New Mexico Univ., Albuquerque.
PUB DATE- Jun 89
NOTE- 53p.; Some pages contain light, broken type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; *American Indian Education; American Indians; *Cultural Differences; Educational Attitudes; Educational Research; Elementary Secondary Education; *Learning Problems; Minority Group Teachers; Surveys; *Teacher Attitudes; Workshops
IDENTIFIERS- Native Americans; *New Mexico

This booklet examines barriers to academic success for Native American students. The 32 practitioners attending a workshop at the 1989 Annual Conference of the New Mexico Association for Bilingual Education completed a survey that assessed the extent to which 31 possible barriers interfered with Native American education in their schools. Workshop participants, of whom 25 were Native Americans, then worked as a group to identify and discuss the most important barriers. Analysis of the survey results and workshop discussions revealed a complex interlocking pattern of barriers. Six themes stood out: (1) cultural differences between Native American students and their teachers; (2) educators' lack of sensitivity to cultural differences and inadequate preparation for working in this context; (3) mismatch between Native American students' learning styles and teachers' daily routines and teaching methods; (4) low student self-esteem and high student absenteeism; (5) racial prejudice toward Native Americans and low expectations of Native American students; and (6) lack of input by Native American teachers on educational matters and lack of research on Native American education. These six themes constitute an indictment of Native American education in New Mexico. Improvement requires a cooperative approach that focuses on the involvement and input of Native American educators, students, parents, and tribal leaders. Appendices contain the survey instrument and a list of respondent characteristics. (SV)

ED 329 434 SE 051 956

Maths Matters: A Selection of Materials from "Primary Mathematics," 1980-85.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 89
NOTE- 137p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arithmetic; Decision Making; Division; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Learning Activities; Map Skills; Mathematics Education; Multiplication; Pattern Recognition; *Problem Solving; *Thinking Skills
IDENTIFIERS- Australia (Tasmania)

"Primary Mathematics" is a magazine for primary grades teachers. It contains activities which can be used, or adapted for use, with children over a wide ability range. It also contains articles on the teaching and learning of mathematics. The material in this book was selected from 18 issues of "Primary Mathematics" published during the period from 1980-85. Questions from the annual Primary Mathematics Competition have been used to fill up gaps in the text. Topics include numbers, pattern recognition, arithmetic, line symmetry, magic squares, map skills, multiplication, problem solving, hexagons, division, binary numbers, field trips, remainders, tessellations, decision making, tangrams, place value, factors, and shapes. (KR)

ED 329 487 SO 021 233

Heinz, Elgin, Comp.
Stepping-Stones: Teaching about Japan in Elementary Grades. Selected Lesson Plans from the "Japan Alumni."
U.S.-Japan Education Group, San Francisco, CA.
SPONS. AGENCY- Japan Foundation, New York, NY.
PUB DATE- 88
NOTE- 111p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Education; Elementary Education; Foreign Countries; Foreign Culture; Global Approach; *International Education; International Trade; Learning Activities; Social Studies; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS- Global Education; *Japan

This document is a compilation of 30 lesson plans for teaching about Japan in elementary grades. Produced by "Japan Alumni," North American classroom teachers who became acquainted with Japanese society through a program of travel/study fellowships, the lessons are divided into the following categories: motivational activities, land and people, "hands-on" experiences, economic interdependence, culture and customs, perceptions of the past, and culminating activities. A sample of the 30 lessons include: obtaining a passport, charting the weather, what is culture? a workers' web, the shogun game, a historical time line, and twenty questions: a student-made list game. An appendix on the use of visual materials in the classroom and the creation of pictures is included. (DB)

ED 329 520 SP 032 904

Reiman, Alan J.; Edelfelt, Roy A.

School-Based Mentoring Programs. Untangling the Tensions between Theory and Practice. Research Report 90-7.

North Carolina State Univ., Raleigh. Dept. of Curriculum and Instruction.

PUB DATE- Jul 90

NOTE- 29p.; For related document, see SP 032 903.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Interviews; *Mentors; *Program Effectiveness; Program Evaluation; Program Improvement; *Teacher Attitudes; Time Management

This paper describes the contextual dimensions of eight school sites that ameliorate or restrain relationships between mentor and novice teachers. Interview data from 23 mentors, 16 novice teachers, and 8 principals suggest 5 contextual themes that ameliorate or restrain an effective induction for novice teachers: (1) early experiences; (2) dispositions toward induction; (3) leadership; (4) time and organization; and (5) interpersonal dynamics. A discussion of each of the themes as drawn from the interview data is presented. The final section contains recommendations designed to assist teacher educators, policymakers, and school personnel in questioning the structure and the content of programs that will prepare novice teachers for a career in education. Appendixes include the Professional Development Plan evaluation form, Course Materials for University-Based Mentor Training, and a Hunt Paragraph Completion Inventory. (JD)

ED 329 259 IR 052 954

Keating, Michael
Librarians Look to New Systems and Sources.
PUB DATE- Aug 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- *Academic Libraries; Conferences; Educational Research; Higher Education; *Library Associations; Library Automation; *Statistical Data
IDENTIFIERS- *Education Libraries; ERIC; *Special Libraries Association

This article reviews some of the topics relevant to education that librarians covered at the 1989 Special Libraries Association (SLA) conference: (1) space problems and space-saving solutions; (2) automation in media centers and academic libraries; (3) skyrocketing subscription prices; (4) collective bargaining by academic librarians; (5) growing information literacy among students; (6) accessing education statistics through ERIC; and (7) use of machine-readable data files. Information on SLA's Education Division is included. (MES)

ED 329 450 SO 021 061

Callahan, William T., Jr., Ed.; Banaszak, Ronald A., Ed.

Citizenship for the 21st Century. Our Democracy: How America Works Series.

Constitutional Rights Foundation, Los Angeles, Calif.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Foundation for Teaching Economics, San Francisco, Calif.; Indiana Univ., Bloomington. Social Studies Development Center.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 344p.; Papers from a Conference held in the fall of 1988.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)

DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civics; *Curriculum Development; Democratic Values; *Futures (of Society); Grade 8; Grade 9; Junior High Schools; Law Related Education; Socialization; *Social Studies; Student Educational Objectives; Values Education

As part of the formulation of a new multidisciplinary civics curriculum for students in grades 8 and 9, a major national conference on the future of civic education was conceived, on the premise that early adolescence is an especially appropriate time to introduce the fundamental ideas of a democratic society. This volume contains the presentations made to the conference by scholars in 10 areas of central importance to civics instruction: the individual disciplines of political science, economics, law, and sociology; implications of demographic change in the United States; political and economic socialization; civic participation; philosophy and ethics; and democratic values. Two appendices also are included: a Citizenship for the 21st Century Conference participants list and a list of members of the Our Democracy Project Steering Committee. (DB)

ED 329 148 HE 023 404

Hart, Kathleen A.

Faculty Performance Appraisal: A Recommendation for Growth and Change. Accent on Improving College Teaching and Learning.

Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 6p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *College Faculty; Educational Objectives; *Faculty Evaluation; Higher Education; Instructional Effectiveness; Instructional Improvement; Student Evaluation of Teacher Performance; *Systems Development; Teacher Evaluation; *Teacher Improvement

IDENTIFIERS- *Portfolio Performance Appraisal Systems

A well-conceived system of performance appraisal can indicate the conditions and circumstances motivating individual faculty members to improve their teaching. The performance appraisal system must be sensitive to the different ways in which faculty members fulfill their professional goals of teaching, research, and service. The system needs to take into account the distinctive instructional approaches of various academic disciplines. An individualized portfolio system can identify the quality and quantity of teaching and research that each discipline considers appropriate and valuable, and can eliminate the inequities of standardized rating scales. Such a system can promote the goal of continuous faculty growth and development, can help individuals and departments set both long-range and short-range goals for research as well as teaching and student learning, and can avoid the problems occurring when students evaluate teaching performance. A suggested faculty portfolio plan contains: (1) a collection of materials demonstrating what the faculty member has been doing and has accomplished; (2) a plan outlining the faculty member's goals and objectives; (3) a description of support needed to reach goals; and (4) a description of the evidence that will demonstrate that those goals have been reached. Five further readings on performance appraisal are listed. (JDD)

ED 329 243 IR 014 902

Schieman, E.; Clark, W. B.

An Evaluation of a Distance Education Project Designed To Provide Equity in Rural Alberta High Schools.

PUB DATE- 90

NOTE- 11p.; Paper presented at the World Congress of the International Council for Distance Education (15th, Caracas, Venezuela, November 4-10, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Delivery Systems; *Distance Education; Educational Change; *Educational Strategies; Electronic Mail; Facsimile Transmission; Foreign Countries; Independent Study; Migration; Program Evaluation; Rural Population; *Rural Schools; Secondary Education; Teacher Role; Teleconferencing

IDENTIFIERS- *Alberta

Alberta (Canada) is experiencing a phenomenon common to many other regions the world over: there is a movement of population away from rural areas to urban centers. Such migration has a profound impact on rural schools and school systems in these areas, including a decrease in school population, school staff, and school programs. In an attempt to address this problem, the Alberta government established a distance education project in 1987 to deliver, via diverse means, high school courses in quality and quantity sufficient to allow students to graduate. Three forms of technology were incorporated: facsimile transmissions (FAX), telephones, and teleconferencing convenors. Electronic mail and electronic bulletin boards were added subsequently. The project resulted in a shift in emphasis on teacher roles to increased independent study. However, due to the traditional instructional orientation of project personnel and students, patterns of use of the new technologies revealed a tendency to stay with the more familiar telephone and FAX machines. (9 references) (DB)

ED 329 288 IR 053 483

IFLA General Conference, 1990. Division of Education and Research: Section of Education and Training; Section of Library Theory and Research; Library History, Round Table; Research in Reading, Round Table; Editors of Library Journals, Round Table; and Continuing Professional Education, Round Table; Joint Workshop Papers. Booklet 7.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 90

NOTE- 187p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 7 contains 13 papers, one of which is in Spanish. In addition, 8 papers are appended to this document.

LANGUAGE- English; Spanish

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; *Cultural Pluralism; *Distance Education; Foreign Countries; Foreign Students; Higher Education; Information Seeking; Library Catalogs; Library Education; *Library Research; Library Services; *Literacy Education; *Professional Continuing Education; Public Libraries; Reading Habits; Reading Research; Research Libraries; Study Facilities; *User Needs (Information)

The 21 papers in this collection were presented at the meetings of two sections and three round tables of the Division of Education and Research: (1) "Library and Information Services in Culturally Diverse Communities" (Cheryl Metoyer-Duran); (2) "Library Education in a Pluralistic Society" (Shmuel Sever); (3) "Each One an Individual: International Students in United States Library and Information Science Programs" (Julie Tallman); (4) "Instructing the User or Improving the System: Research and User Feedback for Interactive Library Catalogues" (Micheline Hancock-Beaulieu); (5) "La investigacion bibliotecologia en Mexico: por que, y para que" (Librarianship Research in Mexico: The Why and the What For) (Estela Morales); (6) "Scholars Seek Information: Information Seeking Behaviour and Information Needs of Humanities Scholars" (Harriet Lonnqvist); (7) "Bringing Rural Librarianship to Canada in the 1930s" (Maxine K. Rochester); (8) "Literacy and Reading in Iceland" (Darlene E. Weingand): (9) "Development in Reading in Yugoslavia" (Durda Mesic); (10) "The Possibility of Comparative Study on Children's and Young People's Reading Habits" (Jadwiga Hildengarda Kolodziejska); (11) "The Serial 'Librarianship and Bibliography Abroad' within the Professional Library Press System in the USSR" (Olga A. Diakonova and Olga V. Timokhina); (12) "The Study Circle Library in a Historical Perspective" (Lars Arvidson); (13) "In Search of the Informed Citizen: Study Circles as Bridges between Libraries and Learning" (Kenneth Abrahamsson); (14) "Need and Priority Areas for Continuing Education for Sub and Professional Information, Library and Archives Personnel in Tanzania" (Julita Nawe); (15) "The Continuum of Library Education: Maintaining Competence through the Professional Worklife" (Darlene E. Weingand); (16) "Continuing Education: An Australian Perspective" (Fay Nicholson and Angela Bridgland); (17) "Distance Education in Library and Information Science Education" (Fred W. Roper); (18) "Open and Distance Learning in Continuing Education" (Borje Holmberg); (19) "CPE (Continuing Professional Education) on the Management of Change in Academic and Research Libraries" (Riitta Makinen); (20) "U.S. Government Support for Continuing Professional Education for Librarians" (Anne J. Mathews and Thomas C. Phelps); and (21) "Adult Learning in Study Circles" (Henry Blid). (MAB)

ED 329 302   JC 910 120

Plucker, Frank E.
The Use and Validation of Qualitative Methods Used in Program Evaluation.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Research Conference of the California Association of Community Colleges (Asilomar, Monterey, CA, April 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Data Interpretation; *Educational Research; English Curriculum; Generalization; Program Evaluation; *Qualitative Research; *Research Methodology; Two Year Colleges; *Validity

When conducting a two-year college program review, there are several advantages to supplementing the standard quantitative research approach with qualitative measures. Qualitative research does not depend on a large number of random samples, it uses a flexible design which can be refined as the research is executed, and it generates findings in a manner more accessible to policymakers and practitioners. Previous research comparing qualitative validity measures with quantitative validity suggests that new categories for validity research are needed. Specifically, the terms "local validity" and "general validity" have been proposed for assessing the validity of research results. Local validity addresses the validity for a particular set of conditions of a study, while general validity refers to the extension of the study results beyond the particular set of conditions. A review of the English program at College of Alameda (California) utilized both qualitative and quantitative measures. Guided discussions, interviews, and informal conversations between the evaluator and students, counselors and teachers were recorded in field notes or "contact summaries." In addition, survey instruments were administered to faculty, students, and the program administrator. To validate study results, three methods were used: triangulation (finding at least three sources to corroborate a viewpoint); saturation (developing new understandings from the inquiry process); and member checks (having study participants review conclusions). Program review conclusions generated by the qualitative method, tables illustrating the methods for establishing validity used by educational researchers, and the contact summary forms are included. (GFW)

ED 329 345 PS 019 446

Healthy Brain Development: Precursor to Learning. National Health/Education Consortium (1st, Baltimore, Maryland, December 6, 1990).

Institute for Educational Leadership, Washington, D.C.; National Commission To Prevent Infant Mortality, Washington, DC.

PUB DATE- Jan 91

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) o

DESCRIPTORS- *Child Health; Children; Cocaine; Drug Abuse; Early Intervention; Language Handicaps; Lead Poisoning; *Learning Problems; *Neurological Impairments; Public Policy; Stress Variables

IDENTIFIERS- *Brain Development; Brain Research; Neurosciences

This report presents the proceedings of a consortium at which leading developmental neuroscientists from across the United States and Canada met at Johns Hopkins University to explore the relationship between children's health and learning and to propose policy changes. Early brain development and its relationship to intelligence, learning, and memory were reviewed, and a number of topics relating to early brain development were discussed. These included the effects of environment, such as degree of nurturing, maternal well-being, and enriching experiences; the effects of stress, based on endocrine system response; the increased academic failure and social costs that result from exposure to lead; the neurobiological consequences that result from prenatal cocaine exposure; and language development and impairment. The meeting proposed four recommendations: (1) every mother and baby must receive early health care; (2) infants and children must receive early screening for learning disabilities; (3) the discoveries of neuroscience must improve programs for all children by demystifying science and uniting scientific knowledge with health and education services; and (4) funding for basic research must be supported. The report of the meeting is followed by a reference list and lists of meeting participants and consortium members. A description of the consortium is included. (BC)

ED 329 468 SO 021 135

Primary Education in Pakistan. Part IV. Annexes to the Analysis.
Development Associates, Inc., Arlington, Va.

SPONS. AGENCY- Agency for International Development (IDCA), Islamabad (Pakistan).; Ministry of Education, Islamabad (Pakistan).
PUB DATE- Jul 86
NOTE- 353p.; For related documents, see SO 021 132-134.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Developing Nations; *Educational Assessment; Educational Needs; Educational Planning; *Educational Policy; Educational Research; *Elementary Education; Foreign Countries; Foreign Culture; *International Education; Literacy Education; School Effectiveness
IDENTIFIERS- *Pakistan

The fourth part of a four-part analysis and assessment of Pakistan's system of primary education presents annexes to the analysis that was reported in the second part of the overall report. Five annexes are included: (A) Acronyms; (B) Scope of Work; (C) Persons Interviewed; (D) Chapter Annexes; and (E) Bibliography. A number of charts and diagrams appear throughout. (DB)

ED 329 100 FL 018 408

Stansfield, Charles W.; Kenyon, Dorry Mann
Development of Semi-Direct Tests of Oral Proficiency in Hausa, Hebrew, Indonesian and Portuguese.
Center for Applied Linguistics, Arlington, Va.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 109p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Hausa; *Hebrew; *Indonesian; Language Proficiency; *Language Tests; *Oral Language; *Test Construction; Test Format; Test Manuals; Test Validity; Uncommonly Taught Languages

This project extended the application of a model for development of semi-direct tests of oral proficiency, originally developed for Chinese, to a diverse set of less commonly taught languages spanning various language families and representing diverse cultural backgrounds. This second, final report covers development of tests for Hebrew, Hausa, and Indonesian, each described separately. An introductory section gives an overview of the project and describes the prototypical form of the semi-direct test. For each language, the test development process is outlined in terms of major project activities, test form trials, validation studies, subject response to the test on questionnaires, and test operationalization, a process involving printing, reproduction of masters, and development of test manuals and examinee handbooks. A financial status report for the project is also included. The substantial appendixes include tests, therefore they are not appended. (MSE)

ED 329 101 FL 018

ED 329 211   IR 014 495

Stolott, David L.
Educational Technology and Reform in Quebec.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990). For a related paper, see ED 322 875.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; *Cultural Influences; *Distance Education; Economic Factors; *Educational Change; Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; Foreign Countries; French Canadians; Higher Education; Instructional Innovation; Microcomputers; Social Influences
IDENTIFIERS- Language Diversity; *Quebec

Arguing that the acceptance of educational technology in Quebec is influenced by issues of economic survival and cultural identity, this paper discusses educational technology in terms of three types of media--computers, broadcast media (radio and television), and print media. Selected educational operating systems are also discussed. A search of the ERIC database is cited to show that, of these media, television has received the most attention from Canadian researchers in the past 7 years. It is noted that: (1) political, economic, and cultural considerations have played a role in broadcasting in Canada; (2) the federally sponsored Canadian Broadcasting Corporation has evolved as a two language system on both radio and television; and (3) the Quebec government also supports Radio Quebec on radio and television. It is concluded that educational technology and greater communications among all concerned about education and community development may evolve new paths of education and national identity, building on what is, what was, and what might be. (12 references) (DB)

ED 329 260 IR 053 002

Donegan, Patricia Morris
Creating Effective Library Assignments: A Workshop for Faculty.
PUB DATE- 26 Jun 89
NOTE- 30p.; Paper presented at a poster session at the Annual Conference of the American Library Association (Dallas, TX, June 26, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, ''Papers Presented at...'' (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Assignments; *Evaluation Criteria; Higher Education; *Library Instruction; Library Skills; Program Descriptions; Questionnaires; *Teacher Workshops; *Worksheets

Because reference librarians at San Antonio College (Texas) often found themselves facing the difficult situation of assisting students who were struggling with ill-conceived, faculty-designed library assignments, they developed a 2-hour workshop for faculty on the construction of course-related assignments. This collection of workshop-related materials traces the steps taken to construct the workshop. The materials: (1) explain how the Library Instruction Committee assembled an overall mission statement and include an excerpt from the statement that presents their campus-wide faculty development goals and objectives; (2) summarize key points from a proposal submitted to the Faculty Development Office and describe the proposal process; (3) describe how the Library Instruction Committee functioned as a team to develop the workshop; (4) relate publicity tactics; (5) outline the introductory lecture; (6) discuss 10 characteristics of effective library assignments and identify pitfalls to be avoided; and (7) present group exercises for reviewing library assignments before they are implemented and instructions for designing and evaluating action-oriented assignments. An instrument for faculty evaluation of the workshop is also included. The materials packet received by workshop participants is appended. (SD)

ED 329 391 RC 018 000

Gale, Nancy

Strong Tribal Identity Can Protect Native American Youth. How Can We Help?

Native American Development Corp., Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 85

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; American Indian Culture; Community Programs; *Identification (Psychology); *Prevention; Reservation American Indians; Substance Abuse; *Tribes; Values; *Youth Programs

IDENTIFIERS- Cultural Maintenance; *Native Americans

Research suggests that Indian youth who identity strongly with a specific tribal culture or with family members who maintain traditional Indian values are much less likely to be at risk for alcohol and drug abuse. This booklet describes four tribal programs that seek to increase the tribal identity of adolescents. Each of these programs emphasizes a sense of belonging among participants and sponsors activities that are drug and alcohol-free. On the Wind River Reservation (Wyoming), Shoshone and Arapahoe teenagers have built a living history village. Youth who have learned their tribal traditions dress in traditional clothing and operate the village as a tourist attraction. At Fort Peck Reservation (Montana), Assiniboine and Sioux youth give away star quilts made by their families during traditional ceremonies. Both giving and receiving a quilt are great honors. In San Juan Pueblo (New Mexico), several adults teach young people traditional dances, drumming, composing, language skills, and costume and moccasin making. The community dance group has performed internationally, and former dancers have become community leaders and new role models for youth. For two years the Gila River Indian Community (Arizona), with support from United National Indian Tribal Youth, has operated the Akimel O'Odham/Pee-Posh Tribal Youth Council. This 14-member youth council is a replica of the tribe's governing body and has the responsibility of advising tribal officials. (SV)

ED 329 405 RC 018 019

Harned, Catherine
Hamilton County: A Rural School District Profile.
North Central Regional Educational Lab., Elmhurst, IL.; Northern Illinois Univ., De Kalb. Center for Governmental Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 24p.; One in a series of reports in NCREL's Rural Education Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *County School Districts; Data Collection; Elementary Secondary Education; Employment Patterns; *Employment Projections; *Enrollment; Population Trends; Rural Areas; Rural Economics; *Rural Education; *Rural Population; Unemployment
IDENTIFIERS- *Hamilton Community Consolidated School District IL

Using state education agency, census, industry employment and occupational information data, this paper provides a detailed picture of a rural school district in Southern Illinois. Mining and agriculture are the major industries in Hamilton County. The major mining employer closed in February 1988, and the drought of 1988 is likely to adversely affect agriculture. Therefore, the report predicts insufficient number of jobs for young people, and reduced tax revenues to support education. Low education levels may negatively affect strategies to attract industry to the county. The 1980 census indicated that, in Hamilton County, more than 60 percent of the population over age 18 has less than a high school education. Other findings were: (1) the economy is dependent to a large degree on transfer payments; (2) males dominate the teaching profession; (3) in comparison to other age groups, a higher portion of elderly live in poverty; and (4) the population is expected to increase steadily over the next 40 years, but at minimal levels. The study suggests that the ability of the school district to maintain quality educational, sports, and extra-curricular programs will be challenged in the future. Data from the study is presented in figures and tables. Appendix A describes the sources of the data: (1) the U.S. Census; (2) County Business Patterns; (3) BEA Employment Statistics; and (4) Occupational Employment Statistics. Appendix B gives the 1980 Census definitions of urban populations, rural populations, and a Standard Metropolitan Statistical Area. (KS)

ED 329 419 RC 018 038

Ruoff, A. LaVonne Brown
American Indian Literatures. An Introduction, Bibliographic Review, and Selected Bibliography.
PUB DATE- 90
NOTE- 208p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; American Indian Culture; American Indian History; *American Indian Literature; American Indians; *Literary Criticism; *Literary History; Literature Reviews
IDENTIFIERS- *Oral Literature; Oral Tradition

Although American Indian literatures are the oldest literatures on this continent, they have not generally been included in American literature courses. This volume is designed to assist teachers and students in beginning their study of the literatures of peoples native to the United States. Part 1--"Introduction to American Indian Literatures"--discusses types of oral literatures (ritual dramas, songs, narratives, and oratory), life histories and autobiographies (both oral and written), and the history of written American Indian literature from the 18th century to the present. Many examples are included. The bibliographic essay in part 2 contains sections on bibliographies and research guides; anthologies, collections, and re-creations; and scholarship and criticism. Part 3 is a selected bibliography of approximately 1,000 entries that includes works mentioned in parts 1 and 2 as well as additional references. The bibliography is organized into the following sections: bibliographies and research guides; anthologies; collections and re-creations of oral literature; collections of life histories and autobiographies; works by American Indian authors; scholarship and criticism; studies of oral literatures; studies of life histories and autobiographies; general literary studies; studies of American Indian authors; teaching American Indian literatures; backgrounds; films and videotapes; and journals and small presses. An index and a list of important dates in American Indian history are included. (SV)

ED 329 435 SE 051 958

Smit, Nel, Comp.; And Others
Trees: A Book of Resource Ideas for the Teacher
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 84
NOTE- 72p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Ecology; Educational Games; Elementary Education; *Elementary School Science; *Environmental Education; *Environmental Influences; Foreign Countries; Photosynthesis; Plant Identification; Plants (Botany); Resource Materials; *Science Activities; Science Education; *Trees
IDENTIFIERS- *Australia

The objective of this book is to provide background information and possible teaching approaches to enable teachers to tackle the study of trees confidently. The book should help students to: (1) gain awareness, sensitivity, and basic understanding of trees and their interactions with the plants and animals in their environment; (2) cultivate skills necessary to learn about trees; and (3) develop a concern for trees. Topics include: the basic definition of a tree; the importance of trees; care for trees; interesting facts about trees; parts of a tree; and special functions of tree parts (bark, leaves, flowers, seeds). Suggestions for a wide range of activities suitable for children of different ages make up the greater part of the book. Activities include using the senses, matching attributes of leaves, recording observations, writing poems, doing puzzles, taking measurements, arts and crafts connected with trees, basket weaving, music and sounds made by or by means of trees, identification of different kinds of trees, and designing a tree's food web. A resource list for posters, books, magazines, filmstrips, films, and videos is appended. Each resource entry includes the title/author or publisher, description, grade level, and availability. The book is abundantly illustrated with photographs, drawings, and other graphics. (KR)

ED 329 504 SO 030 371

Beiter, David J.; And Others

The Team Process: Realizing Effective Group Work and Enhancing School Improvement ~~Plans~~ Plans (S.I.P.).

Oakland Univ., Rochester, MI. School of Human and Educational Services.

PUB DATE- Aug 89
NOTE- 144p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Action Research; Cooperative Education; Educational Change; *Educational Cooperation; Educational Development; *Educational Improvement; Educational Planning; Educational Research; Elementary Secondary Education; Management Teams; Organizational Development; Self Evaluation (Groups); Surveys; *Teamwork
IDENTIFIERS- *School Improvement Plans

The use of the team process in school improvement plans may play a role in how effective the group is in achieving its goals and objectives. Representative efforts and perceptions of the use of teams in local educational agencies were surveyed in multiple measurements, such as interviews, self-assessments, self-perceptions, and observations. The results indicated that core teams were not analyzing their team process, and, therefore, the individual members had very different perceptions about where the team was developmentally which, in turn, impacted their self-perceived effectiveness. The findings and summary indicated that the team concept was central to all the school districts involved in school improvement plans. Nine out of 10 districts surveyed felt the need for assistance in team process skills. Most teams said they utilized consensus as a decision making method but indicated difficulty in the area of dealing with conflict. A Delta Team self-analysis and accompanying records provide a team process example and a case history. Recommendations for accepting, adopting, and enhancing team building are included in an inservice process workbook of activities to be used in developing group facilitation. (Author)

ED 329 116 FL 019 087

Clayton, Thomas, Ed.
The Globalization of Higher Education.
Language Inst. of Japan, Odawara.
PUB DATE- 90
NOTE- 135p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Accreditation (Institutions); Audiotape Recordings; Classroom Techniques; Community Colleges; *Educational Change; *English (Second Language); Error Correction; Faculty Handbooks; Foreign Countries; *Higher Education; Imagination; *International Education; Language Teachers; *Multicultural Education; Questioning Techniques; School Community Relationship; Second Language Instruction; Teacher Education; Visual Aids
IDENTIFIERS- *Japan; Malaysia; *Schema Theory

This special issue of a journal on language teaching and cross-cultural communication includes both regular articles and forum essays. Regular feature articles include: "Is Japanese English Education Changing?" (Yoshie Aiga); "Textual Schemata and English Language Learning" (S. Kathleen Kitao); "Visuals and Imagination" (Alan Maley); "Oral Language Taping and Analysis for Teacher Training" (Elizabeth Leone); "Who Does What With Errors?" (Joyce M. Taniguchi); "Expanding the Intercultural Perspective" (William McOmie); and "Rapid-Fire Questions for Better Communication" (Robert Ruud). Forum essays on the topic "The Globalization of Higher Education" include "An American Comprehensive Public University Linked with a Japanese Municipality" (Jared Dorn); "The Internationalization of an American University" (William G. Davey, Lynne A. McNamara); "An American Community College in Japan" (Anthony Butera); "An American University English Language Institute in Japan" (Steven Brown, Dorolyn Smith); "Teaching in Japan: Excerpts from the Temple University Japan 'Faculty Guide'" (William F. Sharp); "Review of 'Profiting from Education'" (Scott Jarrett); "The Role and Value of Accreditation in American Higher Education: At Home and Abroad" (Majorie Peace Lenn); "Preparing Malaysian Students for American University Education" (Janice Nersinger); and "The Globalization of Education: A Malaysian Perspective" (Terry Fredrickson). Book reviews, publication announcements, and calendar announcements are included. (MSE)

ED 329 133 FL 800 213

Casasnovas-Bauer, Catherine; Thibodeau, Lynne

A Handbook of the Workplace Literacy Project, 1988-90.

Orange County Public Schools, Orlando, Fla.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Food Service; *Hospitality Occupations; Hotels; Immigrants; Instructional Materials; *Literacy Education; Program Descriptions; Records (Forms); *Vocational English (Second Language)
IDENTIFIERS- *Orange County Public Schools FL; *Workplace Literacy

The Orange County (Florida) Public Schools Workplace Literacy Project is described. The program, established to meet the training needs of the growing hotel and restaurant industry in central Florida, has served over 1,000 primarily limited-English-proficient, immigrant students during the 18-month period of October 1988 through March 1990. Literacy and math skills are also offered to monolingual English-speakers at the workplace. Sixty classes were conducted at 22 sites within businesses and industries. Continuation of classes to large businesses through the schools' vocational technical centers is anticipated. Funding to serve small businesses and support ongoing efforts is being sought. This report describes components of the program, including testing, curriculum, guidance services, marketing to industry, coordination with participating schools, teacher recruitment, teacher and tutor training, and the role of volunteers. Appended materials consist of maps and directions to all class locations, a list of advisory committee members, student performance level descriptions, student screening tests, forms to be completed by students' supervisors, four sample lesson dialogues with exercises, an employer task analysis form, a workplace safety manual, a course syllabus, a teacher self-evaluation form, and a memorandum to instructors. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 165 HE 024 276

1990 Annual Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.
New York State Education Dept., Albany.
PUB DATE- 30 Nov 90
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Federal Aid; *Federal Programs; Grants; Higher Education; Income Contingent Loans; Paying for College; Postsecondary Education; Private Colleges; Public Colleges; *State Programs; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- Guaranteed Student Loan Program; *New York; Pell Grant Program; Tuition Assistance Program NY

This report describes, in text and 20 tables of data, the status of student financial assistance programs in New York State in 1989-90. The report contains a complete accounting of all aid available to students enrolled in public, private nonprofit, and private for-profit postsecondary institutions in the State. The report also contains analyses of recent trends in three major aid programs--Pell Grants, Guaranteed Student Loan programs, and the State's Tuition Assistance Program. The data report on such factors as income distribution for grant recipients and loan borrowers, loan activity by type of loan, and cumulative indebtedness of New York State's full-time undergraduate Stafford borrowers. The data reported indicate that a total of $2.9 billion in assistance went to students at public, independent nonprofit and private for-profit postsecondary institutions, nearly 2% more than in 1988-89. Of that total, 55% came from Federal programs; 17% from state funds; and 28% from institutional, private, and unspecified sources. Appendices list nine sources of information about student financial assistance in New York State, data sources, definitions, and program features. (JDD)

ED 329 196 HE 024 312

Expenditure Growth in Higher Education: 1975-1986.
Pew Higher Education Research Program, Philadelphia, PA.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Feb 91
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- *Expenditures; Higher Education; *Institutional Administration; *Instruction; Private Colleges; Public Colleges; Research Universities; *Trend Analysis; Undergraduate Study

Data documenting the growth in expenditures among seven types of higher education institutions between 1975 and 1986 are presented, based on information from 152 institutions in the Higher Education General Information Survey reports. The analysis tracks the expenditure growth in administrative and academic functions across the range of 4-year baccalaureate colleges and universities. Specifically, data are presented for: annual percentage increases in core functions by institutional sector; annual percentage increases in core functions by full-time equivalent enrollment; comparison of annual percentage increases in academic and administrative functions; and annual percentage increases by expenditure category for the private college sector, research university sector, and public comprehensive sector. The data show that expenditure growth rates were highest among the major private research universities and higher-priced private colleges, though even lower-priced private colleges and state colleges and universities experienced significant expenditure growth. Most institutional sectors experienced a greater increase in administrative expenditures than academic expenditures. (JDD)

ED 329 227 IR 014 870

Hymel, Glenn M.; Foss, Lanny
Instructional Design in Pharmaceutical Education: A Comprehensive Literature Review.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990). The extensive list of references is available from the authors upon request.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Objectives; Higher Education; *Instructional Design; Instructional Development; *Models; Performance Factors; *Pharmaceutical Education; Program Evaluation; *Units of Study

Instructional design issues related to the preparation, implementation, and evaluation of instruction are gaining increased recognition at the tertiary level in health science educational areas such as pharmacy. However, what has been lacking in the available literature on pharmaceutical education is a comprehensive review aimed at characterizing past and current efforts with a view toward formulating a needed agenda for future work where instructional design is concerned. Accordingly, this paper: (1) examines those elements of an instructional unit that provide for the preparation, delivery, and evaluation of instruction; (2) reviews the professional literature available on instructional design themes in pharmaceutical education; and (3) recommends directions that pharmaceutical educators might assume regarding instructional design activities that remain most in need of attention. Three figures and a table present a systems-based model for designing instruction; a systems-based model for designing an instructional unit; a checklist for designing an instructional unit; and citations of instructional design literature, by author and date only, under the headings of Preparing Instruction, Implementing Instruction, and Evaluating Instruction. (Author/DB)

ED 329 276 IR 053 470

Kuo, Ming-ming Shen

The Impact of Planned Organizational Change on an Academic Library: An MRAP Case Study.

PUB DATE- 88

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrative Change; *College Libraries; Higher Education; *Management Systems; *Organizational Change; Organizational Effectiveness; Organizational Theories; *Self Evaluation (Groups)

IDENTIFIERS- *Ball State University IN

This paper examines the impact of organizational change on a university library. The change process started in 1980 at Ball State University Libraries, Muncie, Indiana, with the initiation of a self-study, the Management Review and Analysis Program (MRAP). With certain key recommendations implemented, the University Libraries has been transformed from a divisional organizational structure with a broad span of control into a classical, hierarchical, functional structure in order to achieve greater efficiency and effectiveness, and to maintain its accountability in a changing environment. The effects of this change have become evident over the decade. This paper begins by summarizing theories on organizational change. An overview of the MRAP and the processes for its application and implementation are then described, and the libraries' organizational structures at the pre- and post-MRAP eras are contrasted. An analysis of the process and impact of organizational change in the context of selected organization theories in the management and public administration literature concludes the paper. (Author/MAB)

ED 329 329 PS 018 541

Ray, Brian D., Ed.
Home School Researcher. Volumes 4-5, September 1988-September 1989.
Seattle Pacific Univ., WA.
PUB DATE- Sep 89
NOTE- 94p.; For volume 1, number 1 through volume 4, number 2, see ED 307 016.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; Community Characteristics; Family Characteristics; *Home Schooling; *Leadership; Newsletters; *Nontraditional Education; Outcomes of Education; *Science Education; State Legislation; *Teacher Qualifications; Test Use
IDENTIFIERS- Alabama; New Age Thought; *Research Results; Social Philosophy; South Carolina; State Regulation; Tennessee (Chattanooga)

This document consists of five issues of the "Home School Researcher," a quarterly newsletter dedicated to research on instruction in the home. Volume 4, number 3 reports findings of a comparative study of the reasoning abilities of home-educated children. Also included are profiles of four categories of home schoolers: new age, religious, socio-relational, and academic. Volume 4, number 4, provides an overview of home schooling in Alabama and investigates the extent to which state statutes regulate home school curricula. Volume 5, number 1, reports findings on the effect of home schooling on the leadership skills of home-schooled students. Volume 5, number 2 covers a study of the suitability of South Carolina's education entrance examination for use with home schooling instructors. Also discussed is a study of reasons for selecting home schooling in the Chattanooga, Tennessee vicinity. Volume 5, number 3 reports findings of studies on new age families who educate their families at home. The relations of public, private, and home school students' attitudes concerning science learning are also considered. An index to the first four volumes of the newsletter and references to related research and bibliographic citations are included. (RH)

ED 329 361 PS 019 476

New Beginnings: A Feasibility Study of Integrated Services for Children and Families. Final Report and Appendices.
San Diego City Schools, Calif.
PUB DATE- Jul 90
NOTE- 166p.; Partially funded by the Stuart Foundations.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agency Cooperation; Cost Effectiveness; *Early Intervention; Elementary Education; Eligibility; Feasibility Studies; Program Effectiveness; Public Schools; *School Community Relationship; *Social Agencies; *Social Services
IDENTIFIERS- California (San Diego); *Child and Family Protective Services; *Integrated Services

This study on early intervention gathered information about the needs of families in San Diego, California, and the impact of services provided by local agencies and schools. Units involved in the study were the city and county of San Diego, the San Diego Community College District, and San Diego City Schools. The study was conducted at Hamilton Elementary School, which is located in San Diego's densely populated, multiethnic City Heights area, and is straining to help families with many severe needs. The study addressed these questions: (1) How many families receive services from the county, city, or from community-based agencies funded by the county or city? (2) What services do they receive? (3) Are they eligible for services that they do not receive? (4) Is there a relationship between a family's use of social and health services and the academic and social success of their children? (5) What barriers do families encounter when they try to get help from the system? (6) What barriers exist in the system as seen by agency staff? (7) Can the service delivery system be made more responsive to the needs of families in neighborhoods like Hamilton's in a way that is integrated and cost-effective? This report provides a summary of findings from the study, draws conclusions from those findings, and suggests a system of integrated services for children and families. Appendices provide a paper on related research, a summary of project budget and in-kind contributions, forms and materials used in the study, guidelines on collaboration, and an overview of parallel reforms. (RH)

ED 329 377 RC 017 555

LaFromboise, Teresa D.
Circles of Women: Professional Skills Training with American Indian Women.
Nebraska Univ., Lincoln.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 89
NOTE- 244p.; For an earlier version of the document, see ED 277 510.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; *American Indians; Business Skills; Career Guidance; Cross Cultural Training; Cultural Influences; *Instructional Materials; *Professional Continuing Education; *Training Methods; *Womens Education; Workshops

This manual is a resource guide for organizing leadership training workshops for American Indian women at various levels of professional training. The resources and ideas for training were supplied by American Indian women who participated in such workshops. Section 1 of the manual presents an overview of critical issues in the professionalization of American Indian women, including: (1) the traditional roles of Indian women and the precedent they set for contemporary professional roles; (2) the primary issues and problems facing Indian women today (acculturation stress, difficulties in maintaining the extended family, and pressures for bicultural competence); and (3) professionalization as an extension of traditional roles and as a means of coping with contemporary problems. This section identifies obstacles faced by Indian women interested in professional careers and clarifies the need for skills training in various areas. Section 2 of the manual is a complete workshop series on enhancing self-esteem, acquiring culturally appropriate assertiveness skills, planning careers (both on and off the reservation), and developing financial management skills. The workshop materials include a brief summary of the issue, options for presentation (1-day and 3-day agendas), specific training instructions, exercises with training worksheets, references, and suggested readings. Activities, modeling, feedback, and homework assignments are included, along with a list of preparatory activities, logistics, and a workshop evaluation form. This manual contains about 140 references. (TES)

ED 329 469 SO 021 136

Phillips, Douglas A.; Sipe, Rebecca Bowers
Alaska and Japan: A Teacher's Resource Guide.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 90
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Geography Instruction; Global Approach; History Instruction; Instructional Materials; Interdisciplinary Approach; *International Relations; *International Trade; Maps; *Multicultural Education; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Alaska; *Japan

This collection of teaching materials about Japan is designed to educate the youth of Alaska about various aspects of the country that is Alaska's largest trading partner. With some modifications the materials may be adapted for use in other states or regions. The guide is interdisciplinary in nature and is intended for skills development and knowledge base improvement in reading, writing, speaking, listening, research, computation, mapping, graphing, economics, geography, history, and cultural understanding. Most of the 26 lesson plans included in the guide contains 8 sections: lesson overview, recommended time, objectives, materials, procedure into the community, evaluation, and enrichment ideas and assignments. (DB)

ED 329 488 SO 021 242

Risinger, C. Frederick
What Educational Research Says to Classroom History Teachers.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Cooperative Learning; *Educational Research; Elementary Secondary Education; *History Instruction; Homework; Learning Activities; Small Group Instruction; *Social Studies; Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; Teacher Influence; *Teaching Methods; Textbooks
IDENTIFIERS- ERIC

More than 150 research studies were reviewed to develop this set of suggestions for teachers interested in effective history instruction. The suggestions are organized into four categories: (1) Teacher perceptions and behavior; (2) Student activities and cooperative learning; (3) Homework; and (4) Effective use of textbooks. A brief bibliography of some of the research studies used to compile this document is included. Some of these bibliographic entries have an Educational Resources Information Center (ERIC) retrieval number for assistance in accessing these documents through ERIC. (DB)

ED 329 521 SP 032 906

Surbeck, Elaine, Ed.; Kelley, Michael F., Ed.
Personalizing Care with Infants, Toddlers and Families.
Association for Childhood Education International, Wheaton, MD.
PUB DATE- 90
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Child Advocacy; *Child Caregivers; *Child Health; Childhood Attitudes; *Childhood Needs; *Day Care; *Infant Behavior; Infants; *Parent Child Relationship; Preschool Education; Public Policy; Toddlers

This publication deals with the present crisis in infant/toddler care. It presents information on infant/toddler development and optimal caregiving paractices, citing recent research on appropriate practices and the impact of poor versus quality care. The book is divided into two sections. In the first section, "Development and Program Implications for Infants, Toddlers and Families," four chapters cover: (1) "The Baby: Birth to 12 Months" (Alice Sterling Honig); (2) "The Second Year: 12 to 24 Months" (Kathryn Castle); (3) "Toddlers: 24 to 36 Months" (Nancy Balaban); and (4) "Quality Integrated Programs for Infants and Toddlers with Special Needs" (David Sexton). The chapters in the second section, "Issues and Dilemmas Confronting Infants, Toddlers and Families," deal with: (5) "Health Issues in a Changing Society" (Veronica D. Feeg); (6) "Infant Day Care" (Michael F. Kelley and Elaine Surbeck); and (7) "Policy Issues Affecting Infants, Toddlers and Their Families" (Eleanor Stokes Szanton). A postscript by Elaine Surbeck concludes the volume. (JD)

ED 329 101 FL 018 829

English Skills for Physical Science. Unit 1--Problem Solving in Physical Science. Tutor Version and Student Version.

Arlington County Public Schools, Va.; California Univ., Los Angeles. Center for Language Education and Research.; Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 166p.; For related documents, see FL 018 831 and FL 018 833.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Concept Formation; Cooperative Learning; English (Second Language); *English for Science and Technology; Introductory Courses; *Limited English Speaking; *Mathematical Formulas; *Problem Solving; *Science Instruction; Secondary Education; Second Language Instruction; Vocabulary Development; *Word Problems (Mathematics); Workbooks

IDENTIFIERS- *Simplification (Language)

This manual is part of a series of materials designed to reinforce essential concepts in physical science through interactive, language-sensitive, problem-solving exercises emphasizing cooperative learning. The manual is intended for limited-English-proficient (LEP) students in beginning physical science classes. The materials are for teams of two students, the student and the tutor, with a separate workbook for each. Questions appear in the student workbook, prompts and answers in the otherwise identical tutor workbook. This combined document consists of the "Tutor Version" followed by the "Student Version." Unit 1 focuses on solving word problems using five common formulas in physical science. There is a section for each formula, beginning with questions about the formula itself and moving to word problems requiring the target formula. The workbook de-emphasizes numerical answers and guides the student, step by step, through the process of solving a problem. For each problem, students must answer questions measuring comprehension of content, ability to translate words into symbols, and ability to correctly insert numbers in the equation. (MSE)

ED 329 180 HE 024 293

A Study of Coordinated Service Provision and Administrative Procedures in Selected University Communities.

Clemson Univ., SC. Strom Thurmond Inst. of Government and Public Affairs.

PUB DATE- Apr 90

NOTE- 91p.; Presented to the Consolidation Subcommittee of the Joint City of Clemson/Clemson University Committee.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Community Colleges; *Community Cooperation; *Community Coordination; Economic Development; Higher Education; Land Use; Participative Decision Making; Problem Solving; Public Health; Public Service; Recreation; *School Community Programs; *School Community Relationship; School Surveys; Technology Transfer; Traffic Control

IDENTIFIERS- Clemson University SC

This study investigated the existence of coordinated/consolidated services between colleges and universities and their communities by surveying 27 university communities of similar size and/or characteristics to Clemson University (South Carolina). The report begins with the profiles of the universities selected: their size in acreage, enrollment, and population; housing; and location. Next, areas of service consolidation that have been found to exist between the school and the community are discussed. The services include: police and fire protection; medical care; waste disposal (solid and hazardous); recreation; transportation services and maintenance; and water service. Coordinated activities of the university community that are done to enhance the quality of life in the community are described; these include planning and land regulation, environmental efforts, technology transfer, and energy initiatives. In addition, the report reveals the problems inherent in city/university relationships and what other communities may be doing to address these issues; these include parking and traffic congestion, land use and zoning, childcare, recreational opportunities, and student/community relations. Appendices include the study's questionnaire and several examples of school/community policies and agreements. (GLR)

ED 329 244 IR 014 903

Schieman, E.; Fiordo, R.

Barriers to Adoption of Instructional Communications Technology in Higher Education.

PUB DATE- 90

NOTE- 7p.; Presented at the Australian Communications Conference (Melbourne, Australia, July 11-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); Bureaucracy; Compliance (Psychology); Educational Change; Educational Technology; Foreign Countries; Higher Education; *Instructional Innovation; *Resistance to Change

Adoption of instructional communications technology meets with resistance and even opposition in higher education; however, by anticipating and estimating the resistance to change, instructional innovators can gain compliance from the colleagues they are trying to help. Resistance to change in education is caused by many factors both real and perceived, including mediocre quality of the technological product, inappropriateness for classroom use, the inertia of the education system, bureaucratic red tape, and individual prejudice. In aiming for compliance from those who resist educational change, innovators are aiming for adoption of educational technology. To attain adoption and integration, innovators should help, offer service to, and even nurture the resistant colleagues. (DB)

ED 329 316 JC 910 150

Scott-Skillman, Thelma; Tarrer, Rod

EOPS Annual Reports for 1988-89 and 1989-90.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 91
NOTE- 27p.; Discussed as agenda item 17 at a meeting of the Board of Governors of the California Community Colleges (Stockton, CA, March 14-15, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Budgets; Community Colleges; Comparative Analysis; Educational Finance; Educational Legislation; *Educationally Disadvantaged; *Program Evaluation; Remedial Programs; Resource Allocation; *State Aid; *State Programs; *Student Characteristics; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges; Extended Opportunity Programs and Services

The Extended Opportunity Programs and Services (EOPS) were established by the California legislature in 1969 to provide financial and academic support to educationally disadvantaged, full-time community college students residing in California. As part of its annual reporting requirements, the Chancellor's Office of the California Community Colleges must provide the legislature with data identifying trends and issues in the state's EOPS program. These 1988-89 and 1989-90 EOPS annual reports provide program information in the following areas: (1) emerging trends in EOPS student demographic characteristics and educational goals; (2) findings from the statewide survey of EOPS programs, including program funding and expenditures from both state and local allocations; (3) a comparison of EOPS students with other full-time students, examining age, gender, ethnicity, high school graduation status and educational goals; (4) EOPS activities and services, including the percentage of students participating in recruitment and outreach, instructional services, counseling and assessment, financial aid, transfer services, job/career employment services, and child care; and (5) efforts to improve EOPS data collection. Comparative analysis of data for the two periods (1988-89 and 1989-90) reveals that the total number of EOPS students rose from 41,164 to 45,168; the percentage of EOPS students with high school diplomas dropped from 73.5% to 69.5%; the number of EOPS students receiving EOPS direct grants dropped from 61.4% to 55.3%; and the percentage of EOPS students utilizing child care services dropped from 2.7% to 1.5%. Data tables are included. (GFW)

ED 329 451 SO 021 062

Jones, J. William
Education's Flag of Learning and Liberty.
National School Public Relations Association, Arlington, Va.
SPONS. AGENCY- ServiceMaster Co., Downers Grove, IL.
PUB DATE- 89
NOTE- 13p.; Drawings, photos, and headings on dark background will photocopy poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Democratic Values; Elementary Secondary Education; Futures (of Society); Learning; Learning Activities; Public Education; *Role of Education; School Activities; School Community Relationship; *Symbolism
IDENTIFIERS- *Flags

The role of education in maintaining an effective democratic society, a role long taken for granted, needs to be re-emphasized. Serving to symbolize the link between education and a strong free nation is the Flag of Learning and Liberty. This publication encourages school districts to adopt the Flag of Learning and Liberty as a means of celebrating education's critical role in U.S. society. This document explains the meaning of the flag's design, presents a sample resolution for adopting the flag, outlines a flag code of etiquette, offers elementary and secondary school activities concerning the flag, and details programs to involve every segment of a community in the celebration of education. (DB)

ED 329 452

ED 329 149 HE 023 465

Genthon, Michele; Joscelyn, Mary K., Ed.
Why Does It Take "Forever" To Revise the Curriculum? Accent on Improving College Teaching and Learning, 3.
Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Committees; *Curriculum Development; Higher Education; *Individual Differences; *Instructional Development; *Intellectual Disciplines; Introductory Courses; Undergraduate Study

This paper explores the course-planning activities of faculty teaching introductory undergraduate courses, in order to assess influences on the process of curriculum revision. The findings of a survey of 2,311 faculty members in 97 institutions of higher education are previewed here, prior to publication. The study found that faculty from different disciplines discussing curriculum revision have various disciplinary influences that are associated with their beliefs about the purposes of education, about what describes a discipline, about what influences on course planning should be considered, and about how one should plan a course and arrange its content. It is felt that these differences create difficulties among members of curriculum revision committees in agreeing on the content of a curriculum. Thirteen additional readings are listed. (JDD)

ED 329 197 HE 024 328

First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: One of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act. Report 89-29.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Oct 89

NOTE- 200p.; For the second progress report, see HE 024 329.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Access to Education; College Admission; College Bound Students; *College Preparation; College School Cooperation; *Compensatory Education; Cooperative Programs; Developmental Studies Programs; Eligibility; Enrollment Trends; Higher Education; Intermediate Grades; *Minority Groups; Program Descriptions; *Program Effectiveness; Secondary Education; *State Programs; Student Recruitment; Transitional Programs

IDENTIFIERS- *California

This five-part report presents a statewide framework for assessing the impact of intersegmental programs designed to enhance student preparation for college, particularly those students who are historically underrepresented in postsecondary education. The first part of the report explains the origins of the study and the organization of the report, and the second part describes the eligibility rates for public universities and the community and school contexts. Part 3 summarizes the characteristics of the state's 10 intersegmental student preparation programs in terms of their philosophy, approach to implementation, participating institutions, objectives, services, school and student demographics, and resources. Part 4 examines the extent to which the programs are achieving the objectives of educational equity, and part 5 presents four preliminary conclusions (e.g., evidence for program effectiveness and the strength of the intersegmental approach) and five recommendations (e.g., that information on program effectiveness should be reported at the project level). Appendixes, which make up the bulk of the document, reproduce the reports submitted by the 10 programs, namely: Alliance for Collaborative Change in Education in School Systems/The Cooperative College Preparatory Program; California Academic Partnership Program; California Student Opportunity and Access Program; College Admissions Test Preparation Program; College Readiness Program; Early Academic Outreach Program; Expanded Curriculum Consultant Project; Mathematics, Engineering, Science Achievement Program; Middle College; and University and College Opportunities Program. (DB)

ED 329 212 IR 014 611

Stalford, Charles B.; Stern, Joyce D.

Major Results of a Survey on the Use of Educational R&D Resources by School Districts.

PUB DATE- 20 Apr 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Research; *Educational Resources; *Federal Programs; National Surveys; Questionnaires; Research and Development Centers; *Research Utilization; *Resource Materials; School Districts; *Use Studies
IDENTIFIERS- ERIC; National Diffusion Network; National Research and Development Centers; Regional Educational Laboratories

In January 1989, a one-page questionnaire was mailed to 1,093 U.S. public school districts to examine the extent to which educational research and development (R&D) resources had been received and used since September 1987. Conducted by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education, the survey particularly asked about district awareness and use of products and services from four major OERI programs: (1) Regional Educational Laboratories; (2) National Research and Development Centers; (3) the Educational Resources Information Center (ERIC) system; and (4) the National Diffusion Network (NDN). The response rate was 95%. Analyses of the responses revealed that, while these programs are widely known and their products are cited by many, their use can and ought to improve. The results of the survey also prompted a future research question: How frequently should local educators be expected to use R&D resources? It is argued that examination of this question may shed new light on the need for new knowledge and its place in school administration. Results of the data analyses are displayed in seven figures and 10 tables, and copies of the questionnaire and its accompanying cover letter are attached. (DB)

ED 329 261 IR 053 052

Kabus, Karl, Ed.
Dial-Up Service Manual. User's Guide and Technical Reference.
University of Houston Libraries Electronic Publications Center.
Houston Univ., Tex. Libraries.
PUB DATE- 12 Sep 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Higher Education; Information Sources; Library Skills; *Online Searching; *Optical Data Disks; Research Tools; *Search Strategies; Student Research
IDENTIFIERS- *BRS Information Technologies; *DIALOG

In addition to outlining the 100 online services available to students, this guide provides basic information about electronic databases and instructions for conducting searches. After an introduction to the various types of searches possible and the costs of searches, the guide describes how to choose an appropriate database. The basics of searching are outlined, including four steps in establishing a search strategy and a chart listing commands. Recommendations for selecting and fine-tuning subject search terms are provided and choosing connectors to link concepts, writing out a search strategy, and using non-subject search terms are discussed. Instructions for doing the search describe how set numbers can be used and how to print the results. Appendixes, which comprise the bulk of the document, present: six sample searches on BRS/AfterDark and Knowledge Index (DIALOG); a list of 31 databases grouped by subject area (i.e., business, education, humanities, life sciences, medicine, news, reference, science and technology, and social sciences); summaries of search commands; and seven sources for further reading. (SD)

ED 329 277 IR 053 471

Fork, Donald J.

Library Programs. Public Library Construction: An Overview and Analysis. Fiscal Year 1987.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 90

NOTE- 37p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accessibility (for Disabled); *Construction Programs; *Federal Aid; Federal Legislation; Financial Support; *Grants; *Library Facilities; National Programs; Program Descriptions; *Public Libraries

IDENTIFIERS- *Library Services and Construction Act

Since it was first authorized as an amendment to the Library Services Act (LSCA) in 1964, the LSCA Title II program has supported projects which have resulted in obligations of more than $28.5 million in federal funds for public library construction through fiscal year 1987. During its long legislative history, which has seen many changes and technical amendments, the LSCA Title II program has served to meet, in part, the nation's needs for new or improved public library facilities as evidenced in the LSCA long-range programs, annual programs, and annual reports of the various state library administrative agencies. This report presents a brief history of the LSCA's legislative background and summaries of how the federal funds supporting public library construction have been authorized, appropriated, and utilized during the fiscal years 1983 to 1987. These brief descriptions cover LSCA grant awards to states, projects approved and completed, LSCA Title II projects, expenditures for completed projects, and examples of public library construction projects completed in 1987, including new construction programs, acquisition and remodeling projects, historic building projects, energy efficient and handicapped access projects, and administration projects. The second half of the report consists of tables presenting data on the completed projects, broken down by federal, state, and local funding sources. (MAB)

ED 329 303 JC 910 121

Summative Review of the Associate in Arts Degree Program in Florida Community Colleges. Volume I: The Text. Volume II: The Appendix.

Florida State Board of Community Colleges, Tallahassee.

PUB DATE- Feb 91
NOTE- 303p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Articulation (Education); *Associate Degrees; College Faculty; College Outcomes Assessment; College Transfer Students; *Community Colleges; *Curriculum Evaluation; Educational Facilities; *Educational Finance; Enrollment Trends; Intercollegiate Cooperation; *Program Evaluation; Standardized Tests; State Surveys; *Student Characteristics; Teaching Methods; Two Year Colleges; Universities
IDENTIFIERS- *Florida

In the Florida Community College System (FCCS) the Associate in Arts (A.A.) program provides students with a two-year transfer degree. In an effort to determine the need for state initiatives, policy changes, and funding priorities, a program review was conducted which examined a series of 19 issues regarding student characteristics, student performance and outcomes, enrollment trends, curriculum and instruction, testing and services, faculty development and employment criteria, and learning resources. The review process involved the use of surveys sent to all colleges in the system, data gathered from hearings involving over 120 faculty and administrators, and an analysis of existing data. Volume I of this two-volume review examines the study purpose, process, findings, and recommendations, while volume II consists of a series of appendixes. Study highlights include the following: (1) of students who completed the degree, approximately two-thirds transferred to a four-year institution; (2) despite charges to the contrary, the A.A. courses did not appear to engage in grade inflation as compared to four-year institutions; (3) enrollment in A.A. programs was increasing more consistently than enrollment in vocational programs; (4) the system for identifying remedial students was found to be flawed and in need of restructuring; (5) 14.57% of the full-time equivalent enrollees in 1989-90 were not state-funded; and (6) a need for additional funding to improve instruction in the skills required to successfully complete the College-Level Academic Skills Test was identified. Appendixes include the test instrument and tabulated responses, selected cost analysis data, lists of hearing attendees, and lists of recommendations. (JMC)

ED 329 346 PS 019 448

Ranzoni, Patricia Smith

The Child Development Specialist: In Search of a Professional Identity.

PUB DATE- 91

NOTE- 31p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Child Care Occupations; *Child Development Specialists; Credentials; Early Childhood Education; *Interdisciplinary Approach; Models; Professional Continuing Education; *Professional Recognition; *Professional Training; Social Support Groups

IDENTIFIERS- *Professional Concerns; *Professional Identity

Educational, psychological and mental health, and medical computer databases were searched, and three occupational reference texts were examined, in an effort to identify the position of the child development specialist (CDS). Other objectives were to initiate a dialogue in the profession and among those who might value services of CDSs, and to invite reader response and participation in the search for a professional identity. This review focused on job description, training, skills, credentials, and work settings. The review found that confusion about the professional identity and the role of the CDS, whose functions include child care worker, administrator, policymaker, and researcher, is widespread among members of other professions and the public, as well as among practitioners themselves. The teamwork of the CDSs emerged as their most significant secondary role in child care work. The research documents the pioneer status of the position, as well as the professional isolation and identity crisis reported by practitioners. The literature offers recommendations concerning legislation, training, credentials, and curriculum. The findings from this review are consistent with a model developed earlier in which a range of training, titles, affiliations, and functions among CDSs is viewed on a continuum of experience and education. A figure appended to the review depicts this continuum. Also appended is a list of 72 reference works. (BC)

ED 329 392 RC 018 002

Goldsmith, Scott; And Others
Alaska's Dependence on State Spending. ISER Fiscal Policy Papers, No. 5.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
SPONS. AGENCY- ARCO Alaska, Anchorage.
PUB DATE- Oct 90
NOTE- 18p.; Gray paper and shaded graphs may affect reproducibility.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; Finance Reform; *Financial Policy; Financial Problems; *Fiscal Capacity; Income; State Aid; *State Government; Taxes
IDENTIFIERS- *Alaska

Alaska will face a large fiscal gap and growing budget deficits in the near future. The timing of such fiscal gap open hinges on the joint effect of state budget growth and the oil price change. This paper explains Alaska's dependence on state spending and offers policy options addressing the fiscal gap. State spending: (1) supports nearly one in two local government jobs (including school district jobs); (2) supports more than one in four private sector jobs; (3) accounts directly or indirectly for nearly one in three of all jobs; and (4) accounts for three dollars in ten dollars of all personal income. State cash payments to individuals or state payments under medical aid programs are financed by 1 out of every 13 dollars of personal income. State spending effects regions of Alaska differently; however, the Southeast and Rural Interior are particularly dependent upon state spending for economic activity. Policy options addressing the fiscal gap are described in terms of job effects, income effects, and public spending effects. Options are proposed for dealing with the problem, namely: (1) across-the-board cuts; (2) reduce employee costs; (3) income tax; (4) increase return on Permanent Fund; (5) use dividends in general fund; (6) combine sustainable options; (7) no inflation proofing. This paper contains numerous tables, graphs, and charts. (KS)

ED 329 406 RC 018 020

Buckhalt, Joseph A.; And Others

Rural Drug Abuse Prevention: Establishing Needs and Implementing Programs.

PUB DATE- Aug 90

NOTE- 15p.; Presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Alcohol Abuse; Crisis Intervention; Drug Abuse; *Drug Education; *Drug Use; Early Intervention; Prevention; *Rural Education; School Surveys; Secondary Education; Smoking; *Student Participation; *Substance Abuse

IDENTIFIERS- Alabama

Designed as a handout for a poster presentation, this paper describes a drug prevalence survey used in Alabama, and methods of establishing drug abuse prevention programs. All students in grade 7, 9, and 11 in the state (N=140,000+) completed a 466-variable drug prevalence survey. The survey identified rates of use for 14 substances, including alcohol and tobacco products, illicit drugs, and steroids. It also measured student involvement in school, family, and community activities. The results, as a supplement to other sources of needs assessment, gave the 129 Alabama school districts a dataset for planning prevention and education programs at the community level. One prominent result was that greater involvement in various school or community activities related to lower drug use. The risk factors for drug abuse appear similar to the risk factors for school failure. In a training project funded by USOE (STRIPE--Strategic Training for Rural Intervention, Prevention, and Education), community-school teams from 12 communities in rural areas were trained to develop programs for their communities. Two features of the training are components on how to teach adolescents peer-pressure resistance skills that are generalizable beyond specific drug use situations and how to teach critical thinking and decision-making skills. Team training was conducted by a multidisciplinary faculty, including pharmacologists, health educators, social workers, counselors, and psychologists. The Alabama Drug Prevalence Survey is included in the document. (Author/KS)

ED 329 420 RC 018 039

Cautley, Eleanor K.

Rural-Urban Differences in Employment, Household Composition, and Poverty Status among Single Mothers.

SPONS. AGENCY- Economic Research Service (DOA), Washington, D.C.
PUB DATE- 89
NOTE- 95p.; M.S. Thesis, University of Wisconsin-Madison.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Census Figures; Dependents; *Employment Level; Family Characteristics; Family Income; *Family Structure; Fatherless Family; Heads of Households; *Mothers; *One Parent Family; *Poverty; Rural Family; *Rural Urban Differences

Using 1980 Census data, this study examined household composition and labor force participation for single mother households in urban and rural areas. The study used Census data on a representative random sample of 5,712 female headed family households. Variables studied were rural-urban status, household composition, labor force participation, and poverty status. The study controlled for race, education, marital status, and age. A descriptive analysis of the data used crosstabulation, group means, and proportions in poverty, while multivariate analysis methods were multiple classification analysis and least squares multiple regression analysis. Significant findings were: (1) single mother households in small town and rural areas experience poverty levels as high or higher than those in central city and suburban areas; (2) extra adults living in the household and earnings from employment of these extra adults are both associated with decreased family poverty levels; and (3) employment of the single mother is the most important variable associated with decreased family poverty. Policy recommendations include wage equity policies across geographic areas, increased levels of support from absent fathers, and assistance with costs of day care and health care for single parents. This paper contains 9 data tables and 54 references. (KS)

ED 329 436 SE 052 053

Collier, Don; And Others

Barrier Island Ecology: A Professional Development Activity for Faculty and Staff of Calhoun Community College. Field Trip Reference Booklet.

Calhoun Community Coll., Decatur, AL.
PUB DATE- Mar 89
NOTE- 71p.; Appended maps contain small type and may be difficult to read.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - General (130)
DESCRIPTORS- Biological Sciences; Community Colleges; *Ecology; *Faculty Development; *Field Studies; Field Trips; *Group Activities; Marine Biology; *Naturalistic Observation; Oceanography; Physical Sciences; *Plant Identification; Plants (Botany); Two Year Colleges

As part of the Professional Development Workshop at Calhoun Community College, the Department of Natural Sciences conducted the third annual Spring Wilderness Pilgrimage in March 1989, a week-long environmental awareness field trip for faculty and staff. Designed as a study of the plants and animals on a barrier island off the coast of Florida, the trip included nature hikes, a shrimp feast, photomicroscopy of marine life, mollusk identification, seashell collecting, and leisure time on the beach. This guidebook, for use by field trip participants, provides information on the flora and fauna studied during the trip, and includes background information, maps, tide charts, and other reference materials. The guide includes the following components: an article describing typical encounters and experiences on Dog Island; a map outlining the travel route of the group; a detail map of the island; an itinerary of activities; a list of group participants; tide tables and geographical coordinates; and lists of visible astronomical phenomenon, birds, mollusks, and plants. The section on mollusks discusses shell identification, classification keys for shell families, shell tips, live clam observation, and mussel (clam) dissection. An extensive section on plants, provides a key to Dog Island plants, a checklist of common plants on the island, and divisions of plants by species, type, distinctive features, flowering season, and habitat. The guide concludes with references and a passage from Oliver Wendell Holmes's poem "The Chambered Nautilus." (JMC)

ED 329 489 SO 021 247

Patrick, John J., Ed.; Leming, Robert S., Ed.
Resources for Teachers on the Bill of Rights.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 212p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Citizenship Education; Civics; *Constitutional History; Constitutional Law; *Educational Resources; Elementary Secondary Education; Governmental Structure; Instructional Materials; *Law Related Education; Social Studies; Teaching Guides; Teaching Methods; United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

Ideas and information that can enhance education about the constitutional rights of individuals in U.S. history and the current system of government in the United States are included in this book. The resource guide contains nine distinct parts dealing with aspects of learning and teaching about the Bill of Rights in both elementary and secondary schools. Part I, Background Papers, features four essays for teachers on the origins, enactment, and development of the federal Bill of Rights. A fifth paper discusses the substance and strategies for teaching Bill of Rights topics and issues. Part II, A Bill of Rights Chronology, is a timetable of key dates and events in the making of the federal Bill of Rights. Part III, Documents, includes 11 primary sources about the origins, enactment, and substance of the federal Bill of Rights. Part IV, Lessons on the Bill of Rights, consists of nine exemplary lessons. The remaining five parts include: Papers in ERIC on Constitutional Rights; Select Annotated Bibliography of Curriculum Materials; Periodical Literature on Teaching the Bill of Rights; Bill of Rights Bookshelf for Teachers; and Directory of Key Organizations and Persons. (DB)

ED 329 505 SO 030 389

Thornhill, Harold R., Jr.
Travel to India (A Culture Project).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cultural Education; Foreign Countries; *Foreign Culture; Geography Instruction; History Instruction; Map Skills; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; *Travel
IDENTIFIERS- *India

An activity designed to introduce secondary students to the history, culture, and geography of India is presented. Students are asked to complete a four-page project, consisting of questions on travel to India. Students look at general and specific information about the country. (DB)

ED 329 117 FL 019 088

Pons-Ridler, Suzanne; And Others

Finesse de perception et acquisition du langage (The Finesse of
  Perception and Acquisition of Language).

PUB DATE- Apr 90

NOTE- 7p.; Paper presented at the Meeting of the World Congress of
  Applied Linguistics sponsored by the International Association of
  Applied Linguistics (9th, Thessaloniki, Greece, April 1990).

LANGUAGE- French

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150)

DESCRIPTORS- *Auditory Perception; Comparative Analysis; Foreign
  Countries; *French; *Second Language Learning

IDENTIFIERS- Canada

This study focused on auditory perception, or phonetic discrimination, in foreign language learning. Subjects of the study were English-speakers (n=35) learning French. Researchers measured subjects' auditory sensibility, comparing it with progress in phonetic discrimination during the school year. Progress in the latter was measured by both a phonetics test and a placement test given at the end of the school year. (SR)

ED 329 166 HE 024 277

Ickes, Curt; Fraas, John W.
Study Skills Differences among High-Risk College Freshmen.
PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (12th, Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Behavior Change; *College Freshmen; *College Preparation; Higher Education; *High Risk Students; Learning Strategies; Liberal Arts; *Study Skills

This study investigated three aspects of the study skills and academic performances of at-risk college freshmen. The following questions were examined: (1) Can groups of at-risk freshmen who have different levels of academic performance be identified through pre-existing differences in study skills? (2) Do significant changes in study skills, as measured by the Learning and Study Strategies Inventory (LASSI) Test, occur during the first semester of college for this population? and (3) Do changes in study skills have any impact on academic performance for this at-risk group? The study was conducted at a small liberal arts university with 20 female and 39 male college freshmen identified to be academically at-risk. Results of the study indicated that: (1) pre-existing differences in study skill scores as measured by the LASSI Test could not be used to identify groups of students who performed at different academic levels during the first year; (2) the subjects exhibited significant gains in some study skill areas during the first semester, including: anxiety management, concentration, information processing, self-testing, and use of study aids; and (3) gains in study skills had little impact on academic performance as measured by the first and second semester grade point averages. (25 references) (Author/JDD)

ED 329 228 IR 014 871

Tripp, Steven D.

Instructional Systems Design by Analogy.

PUB DATE- 90

NOTE- 6p.; Paper presented at the International Conference of the Association for the Development of Computer-Based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstract Reasoning; Classification; Cognitive Processes; *Instructional Design; Knowledge Level; Memory; *Modeling (Psychology); *Models; *Problem Solving; Thinking Skills; Transfer of Training

IDENTIFIERS- *Analogical Reasoning

The purpose of this paper is to review literature on analogical reasoning, to work out the implications of Polya's model of analogical problem solving, and to propose an alternative model of instructional design based on the use of analogical reasoning. Justification of the model is based on research on the nature of analogical thought and an examination of analogous design models from other fields. In particular, Thorndike's and Gagne's theories of transfer of cognitive skill are discussed, as well as levels of knowledge, cognitive processes, and memory. It is concluded that because there exists a class of instructional design problems that may be amenable to analogical problem solving, a model of such a design can be constructed. (9 references) (DB)

ED 329 330 PS 019 117

Newberger, Carolyn Moore; And Others
Mothers and Children Following Sexual Abuse Disclosure: Connections, Boundaries, and the Expression of Symptomatology.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 90
NOTE- 22p.; Work also supported by a grant from the National Institute of Justice.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adjustment (to Environment); *Child Abuse; *Children; Emotional Experience; Family Characteristics; Intervention; *Mothers; *Sexual Abuse; *Symptoms (Individual Disorders); Victims of Crime

This study focused on: (1) emotional and behavioral symptomatology in children and their mothers following a disclosure of child sexual abuse; (2) the role of victimization experiences in the symptomatology; (3) connections between mothers' and children's experiences of emotional distress following sexual abuse disclosure; (4) differences in agreement between mothers and children on the level of symptomatology the children experienced; and (5) the role of maternal symptomatology in the closeness of mother-child agreement. Participants were 49 sexually abused children between 6 and 12 years of age and their mothers. Findings indicated that maternal adjustment following disclosure affected not only children's adjustment, but also mothers' ability to separate their own emotional experience from their children's. It is concluded that these findings argue for a family perspective in interventions for children who have been sexually abused. (28 references) (RH)

ED 329 470 SO 021 140

Nelson, Lynn R.; Drake, Frderick D.
Recent History of the Social Studies, 1945-1985: The Teachers' Perspective.
PUB DATE- 90
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 16-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational History; Educational Research; High Schools; Literature Reviews; *Oral History; *Social Studies; Teacher Attitudes; Teaching (Occupation); *Teaching Experience; Teaching Methods

Most research concerning the history of social studies education in the United States has focused on curriculum reform movements centered at universities. This oral history study, however, seeks to provide a history of the social studies from the perspective of the classroom teacher. The paper focuses on the curricular and instructional decisions made by high school social studies teachers in the four decades following the end of the Second World War. A review of the literature on social studies education and analysis of approximately 30 oral history interviews with high school teachers comprise the report. A 27-item reference list is included. (DB)

ED 329 522 SP 032 911

Henderson, David L.; Henderson, Karen L.
Texas Teachers, Moonlighting and Morale in the 1990s.
PUB DATE- 90
NOTE- 14p.; For a related document, see SP 032 912.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Faculty Mobility; Job Satisfaction; *Multiple Employment; *Public School Teachers; State Surveys; Teacher Attitudes; *Teacher Characteristics; *Teacher Morale; Teacher Motivation; *Teacher Salaries
IDENTIFIERS- *Texas

This is the sixth in a series of biennial surveys of Texas public school teachers. It is part of a study, begun in 1980, to form a database of demographic information related to characteristics of Texas teachers. The results of the present survey are presented and analyzed. Information includes: (1) national data for teachers in 1976 and 1986; (2) characteristics of Texas public school teachers: 1980-1990; (3) teachers' reasons for leaving the profession; and (4) moonlighting jobs for teachers: 1980-1990. A copy of the questionnaire is appended as well as teacher comments from the 1990 survey. (JD)

ED 329 134 FL 800 242

Ngan, Anne-Marie
Teaching Literacy in Home Tutoring.
Pacific Islanders' Educational Resource Center, Auckland (New Zealand).
PUB DATE- 82
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Students; *Daily Living Skills; Educational Resources; *English (Second Language); Foreign Countries; *Home Instruction; Language Skills; *Literacy Education; Reading Instruction; *Reading Readiness; Student Characteristics; *Tutorial Programs; Vocabulary Development; Writing Instruction
IDENTIFIERS- *New Zealand

This guide is designed to help home tutors in New Zealand who are working with adult learners of English as a Second Language in need of basic literacy training. This audience includes preliterate and semi-literate individuals, as well as individuals literate in a non-Latin alphabet language. After an introductory section, the second section offers hints on planning and conducting lessons, and notes on adult learner characteristics and language needs. The third section contains pre-reading exercises for auditory perception and visual discrimination. Section 4 outlines aims, needs, and several approaches and techniques for teaching reading, and the subsequent section offers similar information for writing instruction. The sixth section presents ideas for creating or using readily available items as instructional materials. The final section contains a list of questions the tutor can ask himself at the end of a lesson, a checklist to assess student progress, and a list of additional resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 181 HE 024 294

The University of Nevada System Planning Report, 1991-1995.
Nevada Univ. System, Reno.
PUB DATE- Jan 91
NOTE- 67p.; For 1989-1993 report, see ED 305 109.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Planning; Comparative Analysis; Degrees (Academic); *Educational Planning; Enrollment Trends; Facility Planning; Higher Education; Institutional Mission; Institutional Research; *Long Range Planning; Resource Allocation; Trend Analysis; Undergraduate Students
IDENTIFIERS- *University of Nevada System

This publication focuses on issues which will be important to the University of Nevada System (UNS) in the 1990s, including the need to provide the necessary resources to maintain educational access and high quality during a period of tremendous growth. Campus academic and budget priorities as well as capital construction needs are identified for the 4-year period. Improved academic and facilities master planning processes are detailed which are designed to enhance system efforts in facing the critical issues in higher education for the State of Nevada. Also included in the report are discussions of the missions of the school's campuses, the UNS budget request, and a review of the management information system. Finally, a profile of the UNS is provided, accompanied by numerous tables of data that show enrollment trends, comparisons between UNS and other universities in population demographics, population forecasts by Nevada counties, various ratios involving full versus part-time students, minority student mix, and types of degrees conferred. An index chart displays all the degrees offered by the system, classified by level of degree, academic field, and the campuses that offer them. (GLR)

ED 329 245 IR 014 904

Bates, A. W.

Interactivity as a Criterion for Media Selection in Distance Education.

PUB DATE- Aug 90

NOTE- 16p.; Paper presented at the Annual Conference of the Asian Association of Open Universities (Jakarta, Indonesia, September 25-26, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Distance Education; Educational Television; Elementary Secondary Education; Feedback; Foreign Countries; Higher Education; Instructional Materials; *Interaction; Interaction Process Analysis; *Media Selection; Microcomputers; Reader Text Relationship; Teacher Student Relationship

This paper discusses the different levels of decision-making regarding media selection and technology use in distance education, and suggests a set of criteria and procedures that are practical yet rigorous. Interactivity is one of the main criteria proposed, and the value and meaning of interaction and interactivity in a distance education context are discussed. It is noted that there are many forms of interaction including feedback on performance, the relationship between teacher and student, the relationship between students, and the interaction between the student and the instructional materials. Interaction with instructional materials also takes many forms based on the medium selected for instruction and the way in which the medium is used. For example, the reader's response to text-based instruction is different from the response to information presented on computers or educational programs on television. It is argued that two-way communication technologies such as audiographics and audio, video, and computer networking are becoming popular in conventional teaching institutions because they require little change in teaching behavior from traditional face-to-face teaching. It is concluded that a combination of technologies will provide a balance between conventional teacher-dependent education and the isolated distance education student. (7 references) (DB)

ED 329 289   IR 053 484

IFLA General Conference, 1990. Regional Activities: Africa; Asia and Oceania; Latin America and the Caribbean. Booklet 8.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 90

NOTE- 164p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). Booklet 8 contains five papers, one of which is in Spanish. In addition, seven papers are appended; the paper by Mejia is in Spanish.

LANGUAGE- English; Spanish

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Community Information Services; *Developing Nations; Distance Education; Foreign Countries; Futures (of Society); Higher Education; Information Management; *Information Sources; *Information Technology; Literacy Education; Public Libraries; Regional Libraries

IDENTIFIERS- Africa; Asia; Japan; Latin America

The 12 papers in this collection were presented during the meetings of three sections of the Division of Regional Activities: (1) "Which Way African Librarianship?" (Kingo Mchombu); (2) "The Expansion of the University of the Air of Japan and the Changing Function of Regional University Libraries" (Katsuhiro Jinzaki); (3) "Mobilization of Library Resources for Literacy, Knowledge, and Development in the English-Speaking Caribbean" (Albertina Jefferson); (4) "Los recursos bibliotecarios en America Latina. Panorama general" (Library Resources in Latin America. The General Panorama) (Rosa Maria Fernandez de Zamora); (5) "Public Libraries. Information and Citizenship" (May Brooking Negrao and Sonia Regina Ceu Bertonazzi); (6) "Technological Prospects for Libraries in Developing Countries" (Edward J. Valauskas); (7) "Community Information and Referral Services in Rural Areas of Southeast Asia: A Conceptual Framework" (Katni Kamsono Kibat); (8) "Impact of Information Technology on Libraries in India" (Janak Raj); (9) "The Third Wave and the Third World Libraries" (K. Navalani); (10) "The Future of Librarianship in Africa" (Anthony Olden); (11) "El manejo de informacion sobre cultura popular: una estrategia de la biblioteca publica para estimular el acceso al conocimiento y apoyar procesos de alfabetizacion" (The Management of Information on Popular Culture: A Strategy of the Public Library To Stimulate the Access to Knowledge and To Support Literacy) (Myriam Mejia); and (12) a paper on Information Science (Shawky Salem). (MAB)

ED 329 362 PS 019 477

Johnson, Jessie
Language Development Component: All Day Kindergarten Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jan 91
NOTE- 34p.; Light type. For earlier reports on this program, see ED 247 323, ED 288 179, ED 301 327 and ED 314 184.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; *Extended School Day; *High Risk Students; *Kindergarten Children; *Language Acquisition; Low Achievement; Parent Participation; Primary Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Kindergarten Extended Day Program

This document provides the final evaluation report of the language development component of the Columbus, Ohio, Public Schools' Chapter 1 All-Day Kindergarten Program for 1989-1990. The overall goal of the program was to prepare underachieving kindergarten children for first grade. A total of 17 teachers in 17 elementary schools participated in the program. Each teacher taught two groups, and each group was limited in size to 15 pupils. Information collected on the Pupil Census Forms indicated that the program served 565 pupils for an average of 13.8 hours of instruction per week. The average daily membership in the program was 481.9 pupils. The data indicated that 265 of the pupils tested gained 3 normal curve equivalent (NCE) points or more in total reading for the instructional period, while 279 gained 3 NCE points or more in oral comprehension. The average NCE gain on the total reading test was 24.7. The average gain on the oral comprehension test was 18.4. These numbers represented a gain of more than one and a half times the expected rate of progress for the areas assessed. An objective concerning the documentation of parent involvement in reading activities in the home was not met. It is strongly recommended that an improved program be continued in the 1990-1991 school year. Related forms and materials are appended. (RH)

ED 329 378 RC 017 674

Mayes, Mckinley

Linkages between USDA-CSRS and the 1890 Institutions.

PUB DATE- 5 Feb 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (Little Rock, AR, February 5, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agricultural Education; *Black Colleges; Engineering Education; *Federal Aid; *Government School Relationship; Higher Education; High Schools; Institutional Cooperation; *Land Grant Universities; *Science Education

IDENTIFIERS- *Department of Agriculture

The percentage of young Americans preparing for careers in science and engineering has been declining steadily since the early 1980s. The agricultural community has raised questions about the future availability of an adequate supply of scientists. The 1890 historically black land grant institutions should play an important role in supplying minorities to help meet this critical need. The U.S. Department of Agriculture is working with the 1890 institutions and Tuskegee University to meet this human capital need through: (1) grants for acquisition and improvement of research facilities and equipment; (2) the USDA Research Apprenticeship Program for Minority High School Students; (3) Higher Education Strengthening Grants to increase institutional capacities to meet educational needs in the food and agricultural sciences; (4) Morrill-Nelson funds for faculty salaries, teaching equipment, program development, and other operating expenses of higher education in the food and agricultural sciences; (5) Evans-Allen funds administered by the Cooperative State Research Service to enhance administrative infrastructures at 1890 land grant institutions for agricultural research purposes; (6) formula-funded extension programs at 1890 institutions and Tuskegee University; (7) National Agricultural Library services; (8) Agricultural Research Service activities aimed at developing cooperation among research projects; and (9) an April 1988 symposium to enhance communication between 1890 institutions and USDA agencies. Of the 17 recommendations of this conference, 3 have been implemented: USDA office and liaison officer on each campus, USDA summer employment programs for students of 1890 institutions, and the 1890 Institutions Capacity Building Program. (SV)

ED 329 452 SO 021 063

Holland, Simon

Artificial Intelligence, Education and Music: The Use of Artificial Intelligence To Encourage and Facilitate Music Composition by Novices.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Jul 89
NOTE- 305p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Cognitive Psychology; Computer Science; Computer Uses in Education; Educational Research; *Educational Technology; Educational Theories; *Musical Composition; *Music Education; Music Theory
IDENTIFIERS- Harmony

The goal of this project was to find ways of using artificial intelligence to encourage and aid music composition by musical novices, particularly those without traditional musical skills. Two complementary approaches are presented. In the first approach, Harmony Space, a new kind of direct manipulation tool for music, is described. Two recent cognitive theories of harmony demonstrated how to design Harmony Space, with the expressivity to allow novices to sketch, analyze, modify, and compose harmonic sequences simply and clearly by moving two-dimensional patterns on a computer screen linked to a synthesizer. An investigation with a small number of subjects showed that Harmony Space considerably reduces the prerequisites required for novices to learn about, sketch, analyze, and experiment with harmony--activities that would normally be very difficult without considerable theoretical knowledge or instrumental skill. The second approach described is a knowledge-based tutoring system to help novices use an interface to compose chord sequences; this system is in the developmental stage. It is argued that traditional, remedial intelligent tutoring systems approaches were inadequate for tutoring in domains that require open-ended thinking. The foundation of a new approach is developed based on the exploration and transformation of case studies described in terms of chunks, styles, and plans. This approach draws on the characterization of creativity of Johnson-Laird (1988). Programs have been implemented to illustrate the feasibility of key parts of the new approach. (Author/DB)

ED 329 506 SO 030 393

Ring, Diane M.

Hindu Mythology: Gods, Goddesses and Values.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.

PUB DATE- 90

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Area Studies; Class Activities; Ethnocentrism; Foreign Countries; *Foreign Culture; Global Approach; High Schools; Instructional Materials; Multicultural Education; *Mythology; Religion; *Religion Studies; Religious Cultural Groups; Social Studies; Student Educational Objectives; Teaching Methods

IDENTIFIERS- *Hinduism; *India

This unit on Hindu mythology is designed to help secondary students see beyond the exotic elements of another culture to the things its people have in common with people in the West: a continuous effort to find a purpose in existence, to explain the unknown, and to define good and bad, right and wrong. Students are asked to analyze Hindu religious stories in order to understand the Hindu worldview and moral ideals, and then to compare them with their own and those of the West. Five lessons are presented: (1) The Hindu Triad; (2) The Ramayana; (3) The Image of Women; (4) Hindu Worship; and (5) Religion: A Comparative Essay. For each lesson a number of objectives are identified, several activities are suggested, and the materials needed to complete the lesson are listed. A 15-item bibliography also is included in the document. (DB)

ED 329 102 FL 018 831

English Skills for Physical Science. Unit 2--Physical Science Terminology. Tutor Version and Student Version.

Arlington County Public Schools, Va.; California Univ., Los Angeles. Center for Language Education and Research.; Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 164p.; For related documents, see FL 018 829 and FL 018 833.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Chemistry; Concept Formation; Cooperative Learning; English (Second Language); *English for Science and Technology; Glossaries; Introductory Courses; Laboratory Equipment; Laboratory Safety; *Limited English Speaking; Molecular Structure; Problem Solving; *Science Instruction; Scientific Methodology; Secondary Education; Second Language Instruction; Symbols (Mathematics); *Vocabulary Development; Workbooks

IDENTIFIERS- *Simplification (Language)

This manual is part of a series of materials designed to reinforce essential concepts in physical science through interactive, language-sensitive, problem-solving exercises emphasizing cooperative learning. The manual is intended for limited-English-proficient (LEP) students in beginning physical science classes. The materials are for teams of two students, the student and the tutor, with a separate workbook for each. Questions appear in the student workbook, prompts and answers in the otherwise identical tutor workbook. This combined document consists of the ''Tutor Version'' followed by the ''Student Version.'' Unit 2 focuses on physical science terminology, symbolism, and graphic representations. A glossary of physical science terms and notations is given, followed by exercises testing comprehension and vocabulary. Students are encouraged to consult the glossary, which reinforces terms and provides practice in manipulating the language. A section describing the uses of various graph types is included, and students are asked to interpret, select, and draw graphs. The final section covers chemistry, including laboratory safety, equipment, experimental design, symbolic notation, and basic molecular concepts. (MSE)

ED 329 118 FL 019 089

Martin, James E.
Contrastive Rhetoric: Implications of a Revised Approach to Text.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Contrastive Linguistics; Cultural Awareness; *Cultural Differences; Discourse Analysis; English (Second Language); Language Research; *Rhetoric; Second Language Learning; *Written Language

Contrastive rhetoric (CR), the study of cultural influence on written discourse has provided educators with a way to conceptualize and address anomaly in grammatically correct English texts since its birth in the mid-1960s. The development of this notion, particularly in the past 10 years, can be characterized as evolving from a narrow, formalistic, prescriptive classroom technique to a complex, wide-ranging field of research. Evolving theories of composition, error, and particularly textuality have increased the releveance of a renewed study of CR. The results of recent research suggest that analysis of pragmatic differences across languages may be more fruitful than examining strictly formal differences. This approach in turn suggests directions and implications for the teaching of writing in cross-language settings. (VWL)

ED 329 150 HE 023 466

Hart, Kathleen A.; Joscelyn, Mary K., Ed.
Assessing Growth in Thinking in College Courses: A Caveat. Accent on Improving College Teaching and Learning, 4.
Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Critical Thinking; *Evaluation Methods; Higher Education; Intelligence Tests; Standardized Tests; *Student Evaluation; *Teacher Made Tests; *Test Construction; Testing; Testing Problems; *Thinking Skills

Standardized college-level tests of thinking have serious drawbacks, but they can be used effectively to compare results with other teachers or researchers and to suggest possible ways of measuring aspects of thinking in faculty-constructed tests. Faculty-designed tests should provide opportunities for students to use the important knowledge and skills of the course in a context different from the one in which the knowledge and skills were taught. The assessment device should be tied to particular subject matter areas and should be open-ended. A major problem in testing thinking in college classes is that a test may measure different aspects of cognition for different students. Several college-level critical thinking and intellectual development tests are briefly described, and six references are included. (JDD)

ED 329 213   IR 014 684

Stevenson, Kimberly

A Computer-Based, Interactive Videodisc Job Aid and Expert System for Electron Beam Lithography Integration and Diagnostic Procedures.

PUB DATE- Jun 90

NOTE- 301p.; M.S., New York Institute of Technology.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Assisted Instruction; Criterion Referenced Tests; Electromechanical Technology; Engineering Technicians; *Expert Systems; *Instructional Development; Instructional Systems; *Interactive Video; *Job Training; Models; Questionnaires; Systems Approach

IDENTIFIERS- Electron Beam Lithography; *Instructional Systems Development Model; *Job Aids

This master's thesis describes the development of an expert system and interactive videodisc computer-based instructional job aid used for assisting in the integration of electron beam lithography devices. Comparable to all comprehensive training, expert system and job aid development require a criterion-referenced systems approach treatment to ensure training validity and reliability. The expert system and job aid were designed by Grumman Simulation/Trainer Products to be delivered via computer-assisted instruction at the Grumman Great River Operations (GRO). This project utilized the Instructional Systems Development methodology for the training development of electron beam lithography procedures. Each phase of this model is described, including analysis, design, development, implementation, and evaluation. Additionally, design factors inherent to all computer-based training applications are presented. Appendices contain a needs analysis; a job analysis; project planning; examples of job aid storyboarding; the expert system flow chart, decision tree, matrix, and screen design; examples of lesson codes; a course aid; a discrepancy report; a reaction survey; formative evaluation discrepancy reports; reaction survey analysis results; data analysis specification; and summative evaluation discrepancy reports. (26 references) (DB)

ED 329 229 IR 014 872

An Integrated Performance Support System (IPSS). How It Can Help Develop a Competitive Workforce in the '90s.

Courseware/Andersen Consulting, San Diego, CA.

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer System Design; Diagrams; *Individualized Instruction; *Industrial Training; Information Systems; *Management Information Systems; Online Systems; *Reference Materials; Systems Development; User Needs (Information)
IDENTIFIERS- *Integrated Performance Support Systems; Performance Technology

This concept paper begins by arguing that Integrated Performance Support Systems (IPSS) are an imperative for boosting productivity in the workplace and gaining competitive advantage in the marketplace. It then presents the framework for an IPSS solution to meet the challenges of the 1990s. Discussion of the implementation of an IPSS solution identifies three characteristics of a well-designed system: (1) training and education are available to the worker on demand; (2) other elements of the IPSS such as systems reference, company policies and procedures, training, help, competency profiles, and other information are easily accessible by users; and (3) competency profiles based on job analysis and job promotion strategies are available to end users. Each of the elements of the IPSS is then described: system applications (word processors, spreadsheets, databases); online help systems; integrated training; integrated reference; competency profiles; knowledge-based advisors; and system information updates. Explanations of each of the elements are accompanied by diagrams, and a final diagram at the summary level illustrates the workflow of this methodology. It is concluded that the vision of a modern integrated work environment is attainable today provided all critical issues are addressed, including organization and technology change plans, overall system design, and organizational transformation. (DB)

ED 329 262   IR 053 133

State Agency Libraries of Texas. 1988 Salary Survey and Librarian Classification Study. Volume I: Report and Volume II: Appendices.

State Agency Libraries of Texas.

PUB DATE- Dec 89

NOTE- 343p.; A product of the SALT Task Force on Classification.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classification; *Comparable Worth; Comparative Analysis; Competence; Government Employees; *Government Libraries; *Librarians; Library Surveys; Personnel Policy; Professional Recognition; Questionnaires; *Salaries; Special Libraries; *State Agencies; Tables (Data); Task Analysis

In 1988, the State Agency Libraries of Texas (SALT) surveyed state agency librarians to review the classification of librarians within the state classification plan and to compare librarians with similar professionals in state government. Findings indicate that, while the most frequently occurring salary group for other professional titles with tasks comparable to those of librarians is salary group 17, the most frequently occurring salary level for librarians is salary group 13. A comparison of library tasks performed by other professionals shows that a majority of those similar tasks are in job descriptions from salary groups 17 and 18. Furthermore, entry level for other professional positions or those that require a graduate degree is salary group 17. It is concluded that librarians are underclassified in comparison with similar positions in state government when tasks are analyzed. It is recommended that job descriptions be established at higher salary group levels and that library classifications be reallocated to compare equitably with similar professional positions. The first volume of the report features 11 tables, describes the survey methodology and results, compares job tasks, and presents conclusions and recommendations. The second volume contains six appendices: (1) job descriptions used for comparisons; (2) job descriptions used for librarians; (3) proposed new job descriptions; (4) the survey instrument; (5) ranking tables for job duties as well as the knowledge and skills of librarians in state government; and (6) comparison tables for job tasks. (Author/SD)

ED 329 317   JC 910 155

Stone, Nancy; Miller, Karen
Developmental College Reading: Secrets of Our Success.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Community Colleges; Context Clues; Learning Theories; Pretests Posttests; Program Evaluation; *Reading Comprehension; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Skills; *Reading Strategies; *Remedial Reading; Two Year Colleges; Two Year College Students

''Effective Reading'' (ER) is a community college course designed to help developmental readers succeed in college reading through improved reading comprehension. The course is based on current research which indicates that successful comprehension can take place if students follow three steps: predicting (pre-reading strategies such as surveying textbook chapters), confirming (strategies employed during reading such as underlining, annotating, thinking critically), and integrating (postreading strategies including paraphrasing and summarizing). Instruction in the ER course follows a three-step teaching model in which each strategy is first demonstrated by the teacher, then practiced by students in groups, and finally used by the students independently. The foundation of the course involves teaching students the ''KWL procedure,'' in which students use a special three-column chart on which they list what they ''Know'' about the contents of a text prior to reading, what they ''Want'' to find out during the reading process, and what they ''Learned'' after reading. An evaluation of the course outcomes for 154 students completing the ER in 1987 and the 115 students completing the course in 1988 showed the following: (1) students' performance on a pre- and post-ER reading comprehension test showed significant improvement; (2) grades in a co-requisite sociology course showed improvement over similarly underprepared students who had completed the course prior to implementation of the ER course; (3) short-term retention rates for ER students was 83%, higher than the collegewide rate of 81%; and (4) pre- and post-ER interviews showed increases in student confidence and in the use of active reading strategies. Diagrams and sample interview questions are included. (GFW)

ED 329 347 PS 019 450

Claus, Richard N.; Quimper, Barry E.

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1990-91.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Feb 91
NOTE- 37p.; For 1988-89 report, see ED 305 178; for 1989-90 report, see ED 316 318.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Compensatory Education; Formative Evaluation; *High Risk Students; Individual Development; Inner City; Language Acquisition; Parent Participation; Preschool Education; *Program Effectiveness; Program Evaluation; *Program Improvement; *School Readiness; *State Programs; *Urban Youth
IDENTIFIERS- *Michigan Early Childhood Educ Preschool Program; Saginaw City School System MI

This document reports the findings of the 1990-91 process evaluation of the Saginaw, Michigan Early Childhood Education Preschool (MECEP) program for 4-year-olds at risk of academic failure. As of January 18, 1991, a total of 285 pupils were participating in the program at 8 sites. The overall goal of the program is to provide 4-year-olds with an environment that will enable them to develop school readiness skills. Program component areas focus on children's cognitive, psychomotor, and affective development; parent participation and education; curriculum; staff development; and community collaboration and participation. Evaluators used the MECEP Program Activity Observation Checklist and Associated Language Observation Instrument. Observations were intended to: (1) determine whether program activities related directly to children's cognitive, psychomotor, and affective development and to parent participation and education product objectives; and (2) assess preschool teachers' labeling of objects and use of language production and enhancement techniques. Data indicated that the program was operating as planned, but that certain areas could be improved. Appendices provide an enumeration of participants by site, charts of program objectives and methods used in evaluation; a MECEP preschool activities observation checklist; and counts of teachers' use of language production and enhancement techniques. (RH)

ED 329 421 SE 050 624

Graduate Programs in Animal Behavior in North America and 1988 Supplement.

Animal Behavior Society, Athens, GA.

PUB DATE- 85

NOTE- 189p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Animal Behavior; Animals; College Science; Doctoral Degrees; *Doctoral Programs; Foreign Countries; *Graduate School Faculty; *Graduate Study; Higher Education; Masters Degrees; *Masters Programs; Professional Education; Universities

IDENTIFIERS- Canada; Mexico; *North America

This directory was produced to assist persons interested in pursuing graduate study in animal behavior. Included is a list of animal behavior programs and researchers in the United States, Puerto Rico, Canada, and Mexico. Listings include: (1) institution; (2) department and chairperson; (3) enrollment information; (4) contact person; and (5) faculty, with details of their research interests. These listings are indexed by subject, type of organism studied, and name of researcher. (CW)

ED 329 471 SO 021 141

Diary of Social Legislation and Policy. 1987 and 1988.
Australian Inst. of Family Studies, Melbourne.; National Inst. of Economic and Industry Research, Melbourne (Australia).; New South Wales Univ., Kensington (Australia). Social Policy Research Centre.
PUB DATE- 90
NOTE- 52p.; For a related document, see SO 021 142.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Government (Administrative Body); Governmental Structure; Laws; *Legislation; *National Programs; Public Administration; Public Agencies; *Public Policy
IDENTIFIERS- *Australia

This document provides a summary of the 1987-1988 legislative and administrative changes made by the Australian Commonwealth government in social security and community services, employment, education, family law, immigration, housing, and health. (DB)

ED 329 523 SP 032 912

Henderson, David L.; And Others

Profile of Texas Teachers: A Study of the Characteristics of Texas Teachers in 1990.

PUB DATE- Feb 91

NOTE- 9p.; For a related document, see SP 032 911.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; Job Satisfaction; *Life Style; *Opinions; *Public School Teachers; State Surveys; *Teacher Attitudes; *Teacher Characteristics; Work Attitudes

IDENTIFIERS- *Texas

In an attempt to describe a typical Texas teacher, a study was conducted to establish baseline data in conjunction with the Texas State Teachers Association. In May 1990, a questionnaire with 78 discrete questions, 3 continuous data questions, and 1 open-ended question was sent to 560 teachers. The return rate was 40 percent. The results include a profile of the Texas teacher which details 42 characteristics. The typical Texas teachers were found to be family persons, married with two children, conservative, healthy, law-abiding, and happy with themselves. Teachers favor pro-choice in the abortion issue, belong to a church, do not drink or take drugs. Most have a gun at home, favor corporal punishment and capital punishment, work in safe schools, and have experienced no personal crime at school. They work in their room during planning periods, prefer a male principal, have a savings account, and live within five miles of their workplace. They feel they have not been trained to work with mainstreamed children. The questionnaire is appended. (JD)

Health Careers Opportunity Program (HCOP). Section 787 (Public Health Service Act). Program Guide.

Department of Health and Human Services, Washington, D.C.

PUB DATE- Sep 90

NOTE- 23p.; Pages 22 and 23 will not reproduce clearly due to filled print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Affirmative Action; *Disadvantaged; Economically Disadvantaged; *Educational Opportunities; Federal Programs; Health Occupations; *Health Personnel; Higher Education; *Professional Education; *Professional Personnel; Program Implementation

IDENTIFIERS- *Health Careers Opportunity Program

This document summarizes the requirements and guidelines for the Health Careers Opportunity Program (HCOP). This program is authorized by Section 787 of the Public Health Service Act to make grants to and contracts with postsecondary institutions to carry out programs which assist individuals from disadvantaged backgrounds to enter and graduate from health and allied health profession schools. Eligible institutions include schools of allopathic medicine, osteopathic medicine, public health, dentistry, veterinary medicine, optometry, pharmacy, allied health, chiropractic and podiatric medicine, and public and nonprofit private schools that offer graduate programs in clinical psychology. Of the funds appropriated, 20% must be obligated for stipends to disadvantaged individuals of exceptional financial need, 10% for community-based programs, and 70% for grants or contracts to institutions of higher education. This document describes eligible applicants, eligible professions, eligible student participants, definitions, HCOP purposes, funding priorities and preferences, administration, deadlines, grant start dates, review process and criteria, types of applications, program director/project director responsibilities, use of grant funds, indirect costs, method of payment, reports, audits, and regulations. (JDD)

ED 329 198 HE 024 329

Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act. Report 90-22.

California State Postsecondary Education Commission, Sacramento.
PUB DATE- Oct 90
NOTE- 204p.; For an earlier report, see HE 024 328.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Admission; *College Preparation; College School Cooperation; *Compensatory Education; Cooperative Programs; Cost Effectiveness; Developmental Studies Programs; *Equal Education; Higher Education; Intermediate Grades; *Minority Groups; *Program Effectiveness; Resource Allocation; Secondary Education; *State Programs; Student Recruitment; Transitional Programs
IDENTIFIERS- *California

This report responds to the California Legislature's request for an assessment of the impact of intersegmental programs designed to enhance student preparation for college, particularly those students historically underrepresented in postsecondary education. The report focuses on the effectiveness of each program and its components and the extent to which these programs function in an integrated and coordinated manner. Analysis of reports submitted by nine intersegmental student preparation programs resulted in the following conclusions, among others: (1) program efficacy has been demonstrated; (2) resources have been spent efficiently; (3) ample knowledge exists as to the strategies and activities that lead to enhanced student preparation for college; (4) these programs should be expanded; and (5) educational equity goals require enhancement of all schools' capacities to educate children. Individual chapters address the conclusions and recommendations, the study background, program characteristics, program effectiveness, and effective program components. Extensive appendixes include information on participation by California schools in intersegmental student preparation programs and information on the following programs: Alliance for Collaborative Change in Education in School Systems; California Academic Partnership Program; California Student Opportunity and Access Program; College Admissions Test Preparation Program and University and College Opportunities Program; College Readiness Program; Early Academic Outreach Program; Mathematics, Engineering, Science Achievement; and Middle College. (DB)

ED 329 278 IR 053 473

Allen, Marie B.; And Others

The Intergovernmental Records Project. Phase 1 Report.

National Archives and Records Service (GSA), Washington, DC. Archives Library Information Center.
PUB DATE- Jul 90
NOTE- 159p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Bibliographic Databases; Federal Government; *Government Publications; *Indexing; *Information Networks; *Online Systems; Records Management; Search Strategies; Telecommunications
IDENTIFIERS- Research Libraries Information Network

The Intergovernmental Records Project (IRP) was established by the National Archives and Records Administration (NARA) to facilitate the exchange of information about federal records. This report focuses on six categories of intergovernmental records targeted by the IRP for description in the Research Libraries Information Network (RLIN) national online database: territorial records; naturalization records; water pollution records; New Deal agencies' work relief records for Wisconsin; non-population censuses; and pre-federal records for Virginia. Information provided for each of the six categories includes a summary; the project background; type of scheduling and appraisal information entered in the RLIN; access terms and search strategies; description and appraisal issues; and future recommendations. Also included in this report are 11 appendices: (1) proposed terms and procedures for representing intergovernmental relationships in RLIN; (2) summary of responses to an intergovernmental linkages memorandum; (3) access terms for intergovernmental categories; (4) research scenario, Records of the Work Projects Administration; (5) research scenario, Naturalization Records; (6) an example of NARA statutory history records; (7) NARA's New Deal Relief Agencies' records described by the IRP in RLIN; (8) a suggestion for the exchange of appraisal information between NARA and the states; (9) correspondence about territorial headings; (10) samples of a NARA data entry form and RLIN records; and (11) a sample of the Massachusetts schedule records series. Resulting from this project is the IRP recommendation that federal, state, and local government archivists seek grant support in cooperative projects for the development of a common methodology for assigning access points to archival description and cooperative appraisal. (MAB)

ED 329 304 JC 910 125

Fountain, Ben E., Jr.; Latta, E. Michael

The Community College System in North Carolina: A Brief History.

North Carolina State Advisory Council on Vocational Education, Raleigh.

PUB DATE- 23 Feb 90

NOTE- 34p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- Budgets; Community Colleges; *Educational Development; Educational Finance; *Educational History; *Educational Legislation; Enrollment; Expenditure per Student; *Government School Relationship; Higher Education; Public Education; State Aid; State Boards of Education; *State Colleges; Tables (Data); Technical Institutes; *Two Year Colleges; Universities

IDENTIFIERS- *North Carolina

The North Carolina Community College System currently provides instruction to more than 600,000 individuals each year, representing nearly 10% of the state's total population. The first public two-year junior college was opened in North Carolina in 1927. The use of public school funds for the junior college was challenged but upheld in court, marking an important milestone in the struggle to foster junior college education. The 1957 Community College Act increased funding from the state for existing public junior colleges but limited that support to college transfer courses. This action was counterbalanced by a legislative appropriation to establish area vocational schools. Seven schools were approved in 1958 and began operating under local boards of education. The Community College Act of 1963 brought together the industrial education centers and the two-year public junior colleges into one system under the State Board of Education. By 1978-79, each of the 57 community colleges and technical institutes was accredited, and each had established a permanent campus. A 58th community college was chartered soon after and quickly began operation. In 1979, the State Board of Community Colleges was established, and an amended version of the Community College Act of 1963 provided for the trustees of each college to serve as the local administrative board for the institution. Appendixes provide data on enrollment totals for each year from 1965-66 to 1988-89, total state appropriations and expenditures for the NCCCS from 1962-63 to 1988-89, and expenditures per student for each campus for 1986-87, 1987-88, and 1988-89. (JMC)

been sexually abused. (28 references) (RH)

ED 329 331 PS 019 144

Early Childhood Education and the Public Schools.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
PUB DATE- Jun 90
NOTE- 19p.; Developed by the NEA Standing Committee on Instruction and Professional Development.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Policy; *Educational Principles; *National Organizations; Position Papers; *Public Schools; *Standards
IDENTIFIERS- *National Education Association

In this publication, the policy positions of the National Education Association (NEA) on early chldhood education in the public schools are delineated. The NEA's proposals for early childhood program standards are also offered. Sections of the publication concern: (1) characteristics of the early childhood arena; (2) principles and standards of early childhood programs in the public schools; and (3) NEA action at the national, state, and local levels. The NEA believes that public schools should be a primary provider of high quality early childhood education programs designed to serve students from 3 to 8 years of age. (27 references) (RH)

ED 329 393   RC 018 004

Barker, Bruce O.; Goodwin, Robert D.
The Potential Benefits of Audiographic Teleteaching among Isolated Schools in the Pacific Basin.
Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Pacific Educational Conference (7th, Honolulu, HI, August 6-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; *Computer Uses in Education; *Distance Education; Elementary Education; Higher Education; Microcomputers; *Online Systems; Rural Education; *Telecourses
IDENTIFIERS- *Audiographics; Brigham Young University Hawaii Campus; Hawaii

This paper describes the technology and benefits of distance education, especially microcomputer-assisted programs, for isolated schools with limited access to certified teachers. An interactive system known alternately as audiographics teleteaching and microcomputer-aided teleteaching was recently introduced at Brigham Young University's (BYU) Hawaii campus. The purpose of BYU's ''Hawaii Computer-Aided Teleteaching Project'' is to acquaint Pacific public and private school administrators with a low-cost distance-learning system. The system is easy to install, promotes local control of the curriculum, and allows for high levels of teacher-student interaction. Audiographics teleteaching is the least expensive among technologies permitting live exchange, and requires the least software, training, and maintenance. Audiographics, chiefly a microcomputer-based system, is generally used in collaborative arrangements between two or three schools. Among its major strengths are its perpetuation of small classes, local control, teacher-student interaction, and organization of the material. Weaknesses are: the lack of moving images, the potential for electronic interference, and the small size of computer screens. Initial costs for participation in an audiographics cooperative need not exceed $5,000 per site and operational costs are simply the monthly telephone charges. The document includes six references and a manufacturer's overview of the computer-aided teaching system. (TES)

ED 329 407 RC 018 021

Fenton, Ray

Integrating Intercultural Education: The Anchorage Alaska Experience.

PUB DATE- Feb 91
NOTE- 15p.; Paper presented at the Intercultural Communication and Instruction Interest Groups at the Western States Communication Association Convention (Phoenix, AZ, February 15-20, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; American Indian Education; Bilingual Education; Cultural Activities; *Cultural Education; *Curriculum Development; Elementary Secondary Education; *Intercultural Programs; Minority Groups; *Multicultural Education
IDENTIFIERS- *Alaska (Anchorage)

The desire for students to understand and respect each other is a primary motivation for the effort to integrate multicultural education into all aspects of the Anchorage School District (Alaska) curriculum. The Anchorage curriculum emphasizes the cultural heritage of Alaska Natives, other resident ethnic groups and Pacific Rim cultures. In recent years, this emphasis broadened to include a more international focus. At the elementary grades, the intercultural curriculum is for the most part integrated into the social studies and language arts programs. In the secondary grades, the program emphasizes particular courses and programs. The Bilingual and Multicultural Education Programs also involve students through a variety of programs and activities. The University of Alaska and Alaska Pacific University offer district-sponsored credit courses in bilingual education, intercultural education, and Native education for interested teachers. Result of a needs assessment of minority secondary students (n=246) show that prejudice, racism, and intercultural communication are not major concerns. Academic achievement, planning for future college and career, and developing personal relations predominate. The survey supports maintaining the effort to integrate cultural information into the existing curriculum rather than attempting to introduce cultural education as a separate entity. The integration of intercultural issues, materials, and instructional methods is an ongoing process that has support from the community, school board, and school district administration. (Author/KS)

ED 329 437 SE 052 054

Williams, George
Field Studies in Plant Ecology I, II: A Short Course in Biology. BIO 286, 287, Fall Quarter 1989 and Fall Quarter 1990.
Calhoun Community Coll., Decatur, AL.
PUB DATE- 89
NOTE- 36p.; Appended maps contain small print and may be difficult to read.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; Community Colleges; Curriculum Enrichment; *Ecology; Experiential Learning; Field Instruction; *Field Studies; *Field Trips; *Naturalistic Observation; *Outdoor Education; Plant Identification; *Plants (Botany); Student Journals; Trails; Two Year Colleges

Each fall, the Department of Natural Sciences at Calhoun Community College (CCC) integrates a field trip to the Great Smoky Mountains into two of its biology courses. Two preliminary class meetings culminate in a 4-day visit to the park. A fee is charged to cover accommodations, breakfast each day, two picnic lunches, and transportation. Course requirements include: (1) reading reports of research conducted in the Great Smoky Mountains; (2) writing a report summarizing the field activities conducted and the ecological aspects highlighted during the trip; and (3) collecting a sampling of plants and data from a hardwood forest. Field trip activities include nature hikes, wildlife observation, and leisure time. This student fieldtrip handbook contains a general itinerary of trip activities, lists staff responsibilities and group assignments, reviews specific course requirements (i.e., a two-page summary of activities, lists of facts learned, descriptions of weather conditions, tree sampling methods utilized, completed field data sheets, hike summaries, wildflowers observed, and a course evaluation), presents tips for effective photography, and includes a section on Rocky Mountain plant ecology which reviews six forest types and the plant species found in each forest. A plant ecology conversion table, plant study data sheets, plant sampling data guidelines, area maps, and a field study program brochure are included. (GFW)

Organizations and Persons. (DB)

ED 329 490 SO 021 248

Zimmerman, Enid

Teaching Art From a Global Perspective. ERIC Digest.

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 4p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- *Art Education; Community Education; Educational Change; Elementary Secondary Education; *Global Approach; International Education; Multicultural Education; Role of Education; Teaching Methods

IDENTIFIERS- ERIC Digests; *Global Education

In global education programs, emphasis on commonalties shared by all peoples and the understanding and appreciation of differences within various cultures and subcultures may provide strong rationales for those who wish to teach art in a social context. Global education should not be viewed as a discipline with particular content or subject matter, rather it should be seen as an approach to the study of culture that can focus on international concerns or those related to study of students' own local communities. To prepare students to be citizens in a global age, educational efforts need to be undertaken to bring about changes in content, social context, and methods through which cultural values are taught. These changes in terms of a social context include moving from (1) a mono-national context to a multinational context; (2) a mono-cultural context to a multicultural context; and (3) a school-bound context to a community involving context. Art teaching is discussed from multinational, multicultural, and community-based contexts and as part of global education. A 16-item reference list concludes the digest. (DB)

ED 329 507 SO 030 398

Holmes, Stanley T., III
American Focus on World Constitutions. Teacher's Guide.
Utah Endowment for the Humanities, Salt Lake City.
PUB DATE- Jun 88
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Comparative Analysis; *Constitutional Law; Foreign Countries; Global Approach; Governmental Structure; High Schools; Instructional Materials; *International Relations; Social Studies; Teaching Methods
IDENTIFIERS- United States Constitution

This curriculum project was designed to familiarize high school students with their own constitutional roots while gaining a better understanding of governmental systems developed by other nations. The project uses the U.S. Constitution as a baseline for analyzing the constitutions of other nations, and is intended to supplement courses in such subjects as U.S. history, comparative governments, international relations, and world civilizations. The five lessons included in the unit require an estimated 5 to 8 weeks to implement. The lessons are entitled: (1) What's in a Constitution?; (2) The U.S. Constitution: A Review; (3) Constitutions of the World; (4) Focus on a Theme: Human Rights; and (5) A Constitutional Convention...on Mars. Sixteen nations, providing a cross-section of major governmental forms, geographic regions, and levels of economic development were selected for comparative study. The countries included are Ethiopia, Nicaragua, the Philippines, Canada, Chile, China, France, Iran, Japan, Lebanon, Mexico, Poland, South Africa, the Soviet Union, Swaziland, and the United Kingdom. (DB)

ED 329 135 FL 800 280

Halliday, M. A. K.
Linguistic Perspectives on Literacy: A Systemic-Functional Approach.
PUB DATE- Jan 90
NOTE- 36p.; Paper presented at the Inaugural Australian Systemics Network Conference on "Literacy in Social Processes" (1st, Geelong, Australia, January 18-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Definitions; *Linguistic Theory; *Literacy; *Oral Language; Speech Communication; *Written Language
IDENTIFIERS- *Systemic Grammar

Literacy is examined from the viewpoint of systemic linguistics. It is proposed that "literacy" means intervening in the social processes by working with written language, and this can not be accomplished by an individual alone. "Using written language" can not be isolated from "using language." While sociologically, it may make sense to treat literacy as a thing in itself, linguistically, it does not. Writing may have its own grammar, discourse semantics, and genres, but everyone who writes, speaks; and the primary context of writing is speaking. All ideologies in literate cultures are the product of both; not the sum of the two, but the dialectic between them. At this level, it makes little sense to treat literacy and oracy separately; the concept needed is that of "articulacy," or making meaning by using text in context. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

offer them. (GLR)

ED 329 182 HE 024 295

Frost, Susan H.
Academic Advising for College and Beyond.
National Academic Advising Association, Pomona, NJ.
PUB DATE- May 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Attitude Measures; *Faculty Advisers; Higher Education; Psychological Needs; School Counseling; Student Needs; Student Welfare; Surveys; *Workshops

A research project presented at a workshop on academic advising on college campuses is briefly described, and the attitudes and practices of academic advisors from two campuses, obtained through an academic advisor survey, are presented. The project investigated the relationship between developmental academic advising and the cognitive growth of college freshmen. Unusually high levels of developmental advising found at two private liberal arts women's colleges prompted the development of the academic advisor survey; the survey's results are meant to help in the creation of a training componet to advisors from other campuses. The survey sought advisor attitudes and practices in 12 areas of academic advising. Through factor analysis, items on the survey were broken down into three subscales and are described as: (1) areas of academic concern; (2) areas of personal concern; and (3) maintenance concerns. Items listed under each subscale are arranged in order of importance as viewed by the advisors surveyed. Contains 20 references. (GLR)

ED 329 246 IR 014 905

Dillon, Connie L.; And Others

Improving Teaching at a Distance: Print Materials from a Four Part Television Series on Distance Education and A Guide to Resources.

PUB DATE- Apr 90

NOTE- 71p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Bibliographies (131)

DESCRIPTORS- Delivery Systems; *Distance Education; Elementary Secondary Education; Higher Education; Instructional Design; *Instructional Improvement; Professional Associations; *Professional Continuing Education; Program Implementation; Student Characteristics; Teacher Role; *Telecommunications; Telecourses

IDENTIFIERS- Printed Materials

This document is divided into: (1) a television curriculum guide and (2) a resource guide. The first describes a four-part television series designed to improve instruction. Section 1 acquaints the participant with some of the issues in distance education, including teacher roles, the impact of technology, parity between the traditional and distance students, and linkages with the larger community. Section 2 discusses the role of instructional design in distance education. The characteristics of the distant learner, especially the special needs student, are described in section 3, together with the partnerships necessary in the implementation of distance education systems. Section 4 focuses on the facility, the learner, and the system, as it analyzes the purpose of evaluation in distance education. Each section contains written goals and objectives, a time line, a list of references, and an evaluation instrument. The second document is a guide to resources in the instructional communications field. Section 1 of this document describes programming resources by the delivery system utilized, and is categorized according to the audience served (59 references). Section 2 is a listing of publications in the field of distance education including books, journals, directories, and newsletters (104 references). Information about related conferences and professional associations is provided in section 3 (15 references). Ten predominant suppliers of instructional telecommunications equipment are listed in section 4. Finally, section 5 contains a glossary of common telecommunications terminology. (DB)

ED 329 363 PS 019 482

Lampert, Donna; Geller, Henry
Joint Comments of Action for Children's Television, et al. in the Matter of Policies and Rules Concerning Children's Television Programming, Revision of Programming and Commercialization Policies, Ascertainment Requirements, and Program Log Requirements for Commercial Television Stations (MM Docket No. 90-570 and MM Docket No. 83-670) before the Federal Communications Commission (Washington, District of Columbia, January 30, 1991).
Federal Communications Commission, Washington, D.C.
PUB DATE- 30 Jan 91
NOTE- 62p.; Footnotes of photocopy occasionally smeared.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Role; *Business Responsibility; *Childrens Television; *Compliance (Legal); Law Enforcement; Legal Responsibility; *Programing (Broadcast); Social Responsibility; *Television Commercials; Toys
IDENTIFIERS- *Child Protection; Federal Communications Commission; Program Length Commercials; Public Interest

The joint comments of 12 organizations concerned about the current state of children's television programming are presented in this paper. The commentors' requests for action, which are specified in detail, are divided among the following legislative provisions: (1) the Federal Communications Commission (FCC) should make clear that for purposes of the Children's Television Act, children are defined as persons 12 years of age and under; (2) broadcasters are legally required to demonstrate that they have complied with the statutory obligation to present educational and informational programming; (3) the Commission is legally required to limit all commercial matter in order to protect the unique child audience; and (4) the FCC is legally required under the Communications Act and the Children's Television Act to hold broadcast licensees to the highest standard of responsible advertising practices. The Children's Television Act was passed in order to protect the nation's children from the excesses of commercialism and to nurture their minds through programming which not only entertains, but also educates and informs. In implementing the Act, the FCC must ensure that the medium of television lives up to its potential to serve children. Appendices provide a partial list of toys that have been turned into television shows since the 1982-1983 season, a list of program-length commercials, advertisements addressed to children, and the affidavit of Peggy Charren, President, Action for Children's Television, detailing her complaint concerning television advertising. (RH)

ED 329 453 SO 021 070

Kaelin, Eugene Francis
An Aesthetics for Art Educators.
PUB DATE- 89
NOTE- 231p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Values; Art Activities; Art Criticism; *Art Education; Art History; Art Products; Art Teachers; *Curriculum Development; Educational Philosophy; Elementary Secondary Education; Higher Education; Phenomenology
IDENTIFIERS- Discipline Based Art Education

Discipline-based art education (DBAE) is a movement to incorporate aesthetics, studio production, art history, and art criticism into a curriculum of instruction in the arts. The 10 essays in this book focus on the role of philosophical aesthetics in the discipline of art education. Divided into two parts, part 1 of the book is an attempt to show the possibility of applying philosophical aesthetics as a foundational study for art education. Five essays are included: (1) "Aesthetics Yesterday and Today"; (2) "The Educational Function of the Fine Arts"; (3) "Isness and Oughtness: Reasoning about Values"; (4) "Aesthetics and the Teaching of Art"; and (5) "Why Teach Art in the Public Schools?" Part 2 is written from the view that the neglect of phenomenological philosophy in the United States has precluded the use of some very powerful analytical techniques. The essays include: (6) "Aesthetic Education: A Role for Aesthetics Proper"; (7) "'Epoche' and Relevance in Aesthetic Discourse"; (8) "An Existential-Phenomenological Account of Aesthetic Education"; (9) "Between the Innocent Eye and the Omniscient Mind: Phenomenology as a Method for Art-Critical and Aesthetic Analysis"; and (10) "Three Themes for Determining a Measure of Aesthetic Literacy." A glossary, references, and a 37-item annotated bibliography conclude the volume. (DB)

ED 329 472 SO 021 142

Diary of Social Legislation and Policy. 1989.
Australian Inst. of Family Studies, Melbourne.; National Inst. of Economic and Industry Research, Melbourne (Australia).; New South Wales Univ., Kensington (Australia). Social Policy Research Centre.
PUB DATE- 90
NOTE- 35p.; For a related document, see SO 021 141.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Government (Administrative Body); Governmental Structure; Laws; *Legislation; *National Programs; Public Administration; Public Agencies; *Public Policy
IDENTIFIERS- *Australia

A summary of the 1989 legislative and administrative changes made by the Australian Commonwealth government in social security and community services, employment, education, family law, immigration, housing and health is presented in this document. A 17-item bibliography and list of acronyms also are included. (DB)

ED 329 119 FL 019 090

Mulling, Sylvia
The L2 Text: Genuineness and Authenticity.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; *Instructional Materials; *Media Adaptation; *Media Selection; *Reading Materials; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Authentic Materials; *Simplification (Language)

Second language (L2) instructional texts often lack genuineness. Rather than instances of real language use, these texts are adaptations or simplifications of genuine texts or texts created with the intention of illustrating selected features of the L2 system. The purpose of simplification, adaptation, exemplification, and control is to facilitate the L2 learner's task. However, often these manipulations change the nature of the text so that peculiar qualities uncharacteristic of natural language use are shown. Perhaps more serious are abnormalities in the reading process caused by non-genuine reading materials and certain inappropriate instructional procedures. L2 learners need to develop the ability to authenticate texts, which can be accomplished only if the reader approaches the text in a way corresponding to normal communication and reads it for any of the reasons one normally reads for. L2 learners will fail to authenticate texts if they read only for reasons imposed by instruction. The task of L2 readers can and should be facilitated in ways that do not interfere with the ability to authenticate text. A brief list of references is included. (Author/MSE)

ED 329 151 HE 023 467

Johnston, Jerome; Joscelyn, Mary K., Ed.
The Computer Revolution in Teaching. Accent on Improving College Teaching and Learning, 5.
Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- College Faculty; *Computer Assisted Instruction; *Computer Uses in Education; Educational Change; Higher Education; Teacher Attitudes; *Teaching Methods

Research findings on computer use in college courses are reviewed. Faculty who have utilized computers in their courses report that computers increase student engagement, add realism to instruction, promote skill mastery and understanding of basic principles, augment laboratory experiences, and encourage inferential thinking. Five case-study excerpts show how computer use impacts student learning. Faculty report that computer usage requires a heavy, ongoing investment of their time in finding or developing software, training students, adapting curriculum, and modifying lectures or exercises. It is concluded that computer-based learning motivates faculty and students alike, differs from traditional lecture and discussion classes in several ways, requires leadership, and is costly, but has great rewards. Nine further readings are listed. (JDD)

ED 329 290 IR 053 485

IFLA General Conference, 1990. Section on Research and Theory.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 90
NOTE- 50p.; Papers presented at the International Federation of Library Association (IFLA) General Conference (56th, Stockholm, Sweden, August 18-24, 1990). For a French version of the paper by Richer, see IR 053 476.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- *Access to Information; *Databases; *Developing Nations; Information Dissemination; *Information Transfer; *International Programs; *Library Associations; Scientific and Technical Information; Telecommunications
IDENTIFIERS- Francophone Literature; International Federation of Library Associations

The three papers in this collection were presented during the meeting of the Section on Research and Theory. In the first paper, ''BIEF: A North-South Knowledge Transfer Tool,'' Suzanne Richer examines the vital importance of scientific and technical information (STI) for developing countries, and notes that BIEF (Banque internationale d'Information sur les Etats francophones) is one tool dedicated to the transfer of knowledge which will enable countries to access informatic and telematic resources and become scientific, technical, and economic competitors. She provides an examination of the characteristics and objectives of the BIEF database, its bibliographic utility centers and training programs, the National STI policies and systems, the documentation center on Francophonie, and BIEF publications. In the second paper, ''Library Associations and the Advancement of Librarianship in Developing Countries,'' Stephney Ferguson presents the positive correlation between the stage of advancement of library and information services and the existence of library associations in developing countries, and notes that, even where associations are weak and ineffective, they are recognized as a potential for good in influencing library development. Library associations in Jamaica, the Caribbean, and the Commonwealth are described as examples which illustrate the impact that such organizations can have in developing countries. Reports in the literature that describe the achievements of associations in other developing countries are used to support the evidence presented. In the third paper, ''IFLA's Programme ALP: A Progress Report,'' Birgitta Bergdahl discusses the objectives, program structure, contents, priorities, and future initiatives of the IFLA Program for the Advancement of Librarianship in the Third World. (MAB)

ED 329 332 PS 019 290

Tabu, Mikiko; Aoki, Hisako
Early Childhood Education in Japan. NIER Occasional Paper 01/90.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Jun 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Historical Materials (060)
DESCRIPTORS- Comparative Analysis; *Educational History; Educational Needs; Federal Legislation; Foreign Countries; *Kindergarten; *Nursery Schools; *Preschool Education; *School Schedules; Social Change
IDENTIFIERS- *Japan; State Regulation

Early childhood education in Japan is reviewed, and education in kindergarten classrooms and day nurseries is described. Activities during a typical day at kindergarten and at day nursery are profiled. An overview of the history of preschool education begins with the time when kindergartens were places for the children of the rich and day nurseries were places for the children of the poor, and neither institution had direct links to later education. The overview then moves through subsequent history to reach the time when, in 1981, over 90 percent of the nation's children were enrolled in either kindergarten or day nursery. Finally, the present situation of early childhood education in Japan is described and related areas of concern are discussed. An appendix contrasts kindergartens and day nurseries in terms of general aspects, the administrative system, program implementation, the contents of education and care, and the training of kindergarten teachers and nursery nurses. Relevant laws and regulations are indicated. (RH)

ED 329 379 RC 017 784

Butterworth, Julian E., Ed.
Rural Schools for Tomorrow. Yearbook.
National Education Association, Washington, D.C.
PUB DATE- Feb 45
NOTE- 153p.; Sponsored by the Commission on Rural Education and the War.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Community Involvement; Educational Administration; *Educational Development; Educational History; Educational Planning; Elementary Secondary Education; *Equal Education; Government Role; *Public Policy; Role of Education; *Rural Education; *Rural Schools; Student Transportation; Teacher Shortage

This 1945 National Education Association yearbook focuses attention on the post-World War II problems of rural schools and encourages national, state, and local leaders to lay plans for strengthening rural education programs. The articles examine social and economic problems faced by rural Americans, the implications of these problems for rural schools, and some practical steps for improvement. Part 1 of the document presents goals for rural America, concerning rural work, living standards and services, and rural-urban relationships. Part 2 presents basic economic and social data, identifies major problems affecting rural education, and discusses establishment of standards for rural education and other services. Considering farm size, efficiency, and crop types as factors, agriculture can be made to earn a living for rural families. Education's role lies in placing the right farmer on the right farm. Other factors affecting rural education include rural incomes, taxation, and population trends. Part 3 discusses specific problems faced by rural schools, including curriculum, teacher recruitment, funding, organization, and administration. The goals of rural education involve guidance programs, health care, and vocational education. Standards of teacher competency should be understood as part of rural efforts to attract and hold good teachers. School administration needs should be assessed in the context of community size, school attendance, and system organization. Rural education also implies certain needs for student transportation, buildings and equipment, and community education activities. Federal and state funding is important as a means of equalizing educational opportunities for all rural students. (TES)

ED 329 422 SE 050 668

Nakagawa, Charles H.; Honquilada, Q. L.

Chinese Biogas Digester. A Potential Model for Small-Scale, Rural Applications. (A Manual for Construction and Operation). Reprint No. R-51.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Jul 85

NOTE- 108p.; Appropriate Technologies For Development Series. A joint project of the Philippine Rural Reconstruction Movement (PRRM), the U.S. Peace Corps/Philippines, and the German Freedom from Hunger/Agro-Action. This document contains blueprints and light and broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agricultural Skills; Biological Influences; *Construction (Process); Energy Conservation; *Energy Management; *Fertilizers; *Foreign Countries; Guides; *Natural Resources

IDENTIFIERS- Peace Corps

This book provides the basic knowledge and guides for the construction and operation of a small-scale, family-size biogas unit. The first chapter discusses the benefits of biogas production and the Chinese biogas model. The second chapter shows the components, design formulas, and sizing units of the biogas model. Chapter 3 describes actual construction methods. The last chapter outlines the operation and maintenance of the biogas digester. Appendices include: (1) an introduction to the process; (2) design and plan; (3) feasibility study; (4) estimated costs of materials; (5) daily slurry quantities; (6) manure and urine estimates; (7) gas production estimates; (8) masonry; (9) manual tools for construction; (10) formulas and conversions; (11) biogas lamp construction; (12) background for biogas production in the People's Republic of China; and (13) vocabulary. Lists 16 references. (YP)

ED 329 524 SP 032 914

Behymer, Jo; Cockriel, Irv
Education Reform in Missouri and the Effect on Minorities Entering Teacher Education Programs.
PUB DATE- 14 Jan 91
NOTE- 13p.; Paper presented at the Annual Conference on Recruitment and Retention of Minorities in Education (5th, Lexington, KY, January 14, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *College School Cooperation; Elementary Secondary Education; Graduate Study; Higher Education; *Minority Group Teachers; Preservice Teacher Education; *Scholarships; *State Federal Aid; Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS- *University of Missouri Columbia

Descriptions are given of three programs at the University of Missouri-Columbia which were implemented to recruit talented minority students into a career of teaching. The first of these, the Brooks Scholarships, are basically "full-ride" scholarships which provide a $3,000 scholarship renewable for 4 years. Two-thirds of the funding is provided by the state. Another is the EDUCARE program, a 6-week summer experience for minority students who have expressed interest in graduate study and a career as a professional educator. The program's objectives are to: provide selected minority students with an opportunity to participate in research and scholarly activities, introduce students to opportunities for graduate study, acquaint them with procedures for applying and securing financial aid, and help in planning for a career in professional education. The program is funded jointly by the university and the U.S. Department of Education. The third program, the Minority Intern Program, is a collaborative effort between the university and elementary and secondary schools. The program provides college students with opportunities to observe and work with professional educators in and out of the classroom. Internships are for one semester with opportunity for renewal and include a $1,500 stipend for each full semester the intern is enrolled in the program. (JD)

ED 329 103 FL 018 833

English Skills for Life Sciences: Problem Solving in Biology. Tutor Version and Student Version.
Arlington County Public Schools, Va.; California Univ., Los Angeles. Center for Language Education and Research.; Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 475p.; For related documents, see FL 018 829 and FL 018 831.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Concept Formation; Cooperative Learning; *English (Second Language); *English for Science and Technology; Introductory Courses; *Limited English Speaking; Problem Solving; *Science Instruction; Secondary Education; Second Language Instruction; Vocabulary Development; Workbooks
IDENTIFIERS- *Simplification (Language)

This manual is part of a series of materials designed to reinforce essential concepts in physical science through interactive, language-sensitive, problem-solving exercises emphasizing cooperative learning. The materials are intended for limited-English-proficient (LEP) students in beginning physical science classes. The materials are for teams of two students, the student and the tutor, with a separate workbook for each. Questions appear in the student workbook, prompts and answers in the otherwise identical tutor workbook. This combined document consists of the "Tutor Version" followed by the "Student Version." The volumes on problem-solving in biology address a variety of topics, including scientific method, affixes, measurement, classification, the cell, bacteria, the digestive system, nutrition, the circulatory system, the respiratory system, the skeletal and muscular system, the nervous system, the endocrine system, reproduction, integrated systems, genetics, and ecology. For each topic, the unit offers a brief introduction and a series of exercises. An index to specific terms used in the workbook is included. (MSE)

ED 329 136 FL 800 286

English as a Second Language Adult Basic Education Curriculum Guide. ABE-02.

Cincinnati Public Schools, OH. Branch of Continuing/Vocational Education.
PUB DATE- 88
NOTE- 288p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Behavioral Objectives; Classroom Techniques; Coping; Course Content; Daily Living Skills; *English (Second Language); High School Equivalency Programs; Language Proficiency; *Language Skills; *Limited English Speaking; Postsecondary Education; Second Language Learning; Student Characteristics; Student Evaluation; Time Factors (Learning)

This curriculum guide is designed for use by teachers of limited-English-proficient (LEP) students. The first section of the guide describes the aim of the curriculum, the mission of the Cincinnati Public Schools, the adult basic education program's philosophy with regard to the teaching of LEP students, typical characteristics of this student population, guidelines for effective teaching of LEP students, general skills found at each of four proficiency levels, and the process and stages of language acquisition. The bulk of the guide consists of specific skill development objectives, content, teaching strategies, and evaluation procedures for each topic at each skill level. Some topics involve daily living and communication skills and vocabulary, and others consist of grammatical constructions. A 50-item bibliography and a list of suggested additional materials are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 168 HE 024 280

Murphy, Marjorie

Blackboard Unions: The AFT and the NEA, 1900-1980.

PUB DATE- 90

NOTE- 284p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Civil Rights; *Collective Bargaining; Competition; *Educational History; Elementary Secondary Education; Employer Employee Relationship; Higher Education; Labor Demands; *Labor Relations; Political Influences; Politics of Education; Postsecondary Education; Public Schools; Racial Factors; Social Influences; *Teacher Associations; Teacher Strikes; *Unions; Work Environment

IDENTIFIERS- *American Federation of Teachers; *National Education Association

This book sets forth the historic obstacles to the unionization of public school teachers, shows how difficult organization was, and illustrates the contradictions faced by public employees in unionization. The book is organized chronologically, beginning with the centralization of school life at the turn of the century and the emergence of early teacher unions in opposition to centralization and professionalism. The first five chapters outline the original rivalry between the American Federation of Teachers (AFT) and the National Education Association (NEA) through World War I. Subsequent chapters cover the AFT's struggles with the American Federation of Labor in the interwar years, the growth of radical factions within the AFT, the era of McCarthyism and its effects on the union, the history of civil rights and its impact on education in the late fifties and the early sixties, the events of the Ocean Hill-Brownsville controversy and the conflict over race and class in the teachers' union, and competition between the AFT and the NEA in the drive for collective bargaining. The book also attempts to explain why the union and the association seem to have switched political positions, with the union being an agent of conservative thinking and the association embracing the most progressive causes. (JDD)

ED 329 214 IR 014 690

Page, Marilyn

Implications of Interactive Video for Education and Annotated Bibliography.

PUB DATE- 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Authoring Aids (Programing); Computer Assisted Instruction; *Courseware; Educational Strategies; *Interactive Video; Secondary Education; Teacher Role

This paper describes interactive video and the advantages and disadvantages to using interactive video in education and training. Examples of classroom use of interactive video are discussed in terms of its benefits as an educational strategy and the drawbacks of teacher preparation. It is noted that there are currently three levels of interactive video use: (1) a monitor and videodisc player with interaction accomplished manually by manipulating the videodisc player; (2) a videodisc player with a built-in microprocessor which executes precoded programs on the disc; and (3) a videodisc player interfaced with a computer and controlled by a program authored by the user. Other advantages of interactive video discussed include use of color, motion, branching, feedback, data storage, information presentation, and slide presentation. Other disadvantages noted include cost, lack of courseware, and teacher attitudes toward their changing role in the classroom. Potential uses of interactive video in classrooms are described. The 58-item annotated bibliography makes up nearly half of the document. (DB)

ED 329 230 IR 014 874

Willing, Kathlene R., Ed.; Girard, Suzanne B., Ed.
Learning Together: Computer-Integrated Classrooms.
PUB DATE- 90
NOTE- 109p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Computer Simulation; Computer Software Selection; *Cooperative Learning; Educational Equipment; Elementary Education; Foreign Countries; Instructional Innovation; Microcomputers; *Whole Language Approach; Word Processing

This guide for using computers in the whole language classroom provides teachers with practical ideas for the use of computers to promote group interaction and cooperative learning, including: (1) software webs to assist theme development; (2) pre-computer activities to motivate students; (3) computer activities to develop software competence; (4) post-computer activities to reinforce learning; (5) matrices and checklists to use as evaluation tools; and (6) suggestions for initiating school projects and community events. Planned for teachers at the elementary level, grades one through eight, the guide is divided into 11 chapters: (1) Cooperative Learning with Computers; (2) Equipment and Materials; (3) Human Factors; (4) Using Software Across the Curriculum; (5) Using Theme-Related Software; (6) Integrating Computers with Whole Language; (7) Graphics/Text Software and Whole Language; (8) Word Processing Software and Whole Language; (9) Simulation Software and Whole Language; (10) Classroom Activities; and (11) Beyond the Classroom. A glossary, a list of software, a list of software publishers, and an index conclude the guide. (12 references) (DB)

Bevis, Mary Daniell
An Assessment of Jacksonville State University Library's Periodical Subscriptions.
Jacksonville State Univ., Ala.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Libraries; Costs; *Evaluation Criteria; Higher Education; *Library Collection Development; *Library Material Selection; Library Research; *Serials; *Use Studies
IDENTIFIERS- *Jacksonville State University AL

Serials collections are a costly but essential part of a library's periodicals holdings. Jacksonville State University Library's (JSUL) budgetary problems have forced librarians to examine their serials closely in terms of cost factors, indexing, expected usage, and curriculum and research support. The purpose of this project is to assess JSUL's periodical subscriptions for the period September 1, 1987 to August 31, 1988, in order to determine which titles merit renewal. JSUL conducted a 2-year use study as one indicator for a journal's usefulness to the collections. The evaluation process included only current, paid, non-essential JSUL periodical subscriptions--newspaper subscriptions were excluded. However, the results of the use studies are not to be the sole criteria for deselection. The serials will be deselected according to the following criteria: (1) whether the journal is indexed by services available in the library; (2) whether the title is in the English language (except on rare occasions); (3) the amount of curriculum support and the appropriateness of subject matter; (4) accuracy of content; (5) specific need; (6) appropriateness of cost relative to need; and (7) usage. Titles which exhibit extraordinary price increases will be subject to re-evaluation on a continuing basis. Certain essential titles will be automatically renewed (without use study analysis) if they are identified by subject specialists as an essential serials title. Tables of periodicals listings and memos and materials used in the JSUL are included, as well as lists of 52 references. (MAB)

ED 329 318 JC 910 156

Lum, Glen

Academic Achievement of HACC Transfers to State University I.

PUB DATE- Oct 89

NOTE- 59p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Analysis of Variance; Associate Degrees; Bachelors Degrees; College Credits; *College Transfer Students; Community Colleges; Comparative Analysis; *Grade Point Average; Higher Education; Longitudinal Studies; Outcomes of Education; Predictor Variables; *Student Characteristics; Tables (Data); Two Year Colleges; Universities

In 1989, a study was conducted of the academic achievement of Harrisburg (Pennsylvania) Area Community College (HACC) students who transferred to State University I (SUI) during the fall semesters of 1983, 1984, and 1985. A total of 81 students were identified and their academic records were tracked through the end of the spring semester 1989. Variables examined on SUI transcripts included academic major, credits earned, numbers of semesters enrolled, credits transferred, first semester's and cumulative grade point average (GPA), and whether a bachelor's degree (B.A.) was earned. In addition, information from the students' HACC transcripts was analyzed, including credits earned, cumulative GPA, academic major, and whether an associate in arts (A.A.) degree was earned. Study findings included the following: (1) cumulative GPA for transfers at SUI was 2.55 (compared with an average GPA of 2.71 for native SUI students), although transfer students' GPA's improved steadily after the first semester at the four-year institution; (2) by the end of spring 1989, a total of 43 (53.1%) of the HACC transfer students had completed all requirements for the B.A. degree, less than the completion rate of 64% for native SUI students 6 years after entry; (3) among the 38 transfer students who had not yet obtained a B.A., 12 had completed 90 or more credits at SUI; and (4) HACC achievement variables did not have a significant impact on any of the long-term achievement variables among transfer students at the senior institution, such as obtaining a B.A. or cumulative GPA, although short-term correlations were found with regard to GPA earned at the two institutions. An analysis of student performance by discipline, and detailed data tables are included. (JMC)

ED 329 348 PS 019 451

Werner, Luceille

Early Prevention of School Failure: A Program Designed to Provide Staff Development and Resource Materials for Screening, Conferencing and Implementation of an Academically Successful Educational Program for All Four, Five and Six Year Old Children. Awareness Packet.

Peotone 207-U Administrative School District, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

PUB DATE- Oct 89

NOTE- 31p.; Observation checklist may not reproduce legibly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Academic Failure; Early Childhood Education; *Early Intervention; *Kindergarten Children; *Preschool Children; *Prevention; Resource Materials; *Staff Development; Validated Programs

This awareness packet consists of materials associated with a nationally validated program designed to prevent school failure by identifying the developmental levels and learning styles of 4-, 5-, and 6-year-old children. Materials concern: the bimodal curve range of development of kindergartners and their characteristics; developmental characteristics of children 3 through 6 years of age; an effective teaching strategy model; program components for the Early Prevention of School Failure (EPSF) project; team screening and conferencing; parent information; a class list for modality instruction; effective teaching strategies for meeting children's developmental needs at different developmental levels and with diverse learning styles; current evaluation studies; selected research studies and practices related to school success for kindergarten children; an adoption agreement for schools implementing EPSF programs; a budget worksheet for these schools; a purchasing order; a list of awareness materials; and EPSF observation guidelines. A classroom observation checklist for EPSF is provided. (RH)

ED 329 473 SO 021 144

Sadker, David; Sadker, Myrna

The Cost of Sex Bias in Schools and Society. The Report Card #1. Updated Edition.

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.; NETWORK, Inc., Andover, MA.

PUB DATE- 89

NOTE- 10p.; This edition updated by Mary Jo Strauss.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Research; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Females; Males; *Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; *Sex Stereotypes; Social Problems; Social Science Research

The losses that both girls and boys suffer because of sex bias in society and in education are summarized in this report. For both girls and boys, statements based on research in these fields are listed in the academic, psychological and physical realms, and career and family relationships. (53 endnotes) (DB)

ED 329 491 SO 021 249

Hagaman, Sally

Aesthetics in Art Education: A Look Toward Implementation. ERIC Digest.

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Aesthetic Education; *Art Education; Curriculum Design; *Curriculum Development; Educational Philosophy; Elementary Secondary Education; Philosophy
IDENTIFIERS- *Aesthetics; *Discipline Based Art Education; ERIC Digests

Aesthetics, or the philosophy of art, is perhaps the most troublesome discipline advocated in a discipline-based approach to art education. It is troublesome for many reasons, including its largely verbal nature and the lack of experience of most art teachers with its content and modes of inquiry. Nevertheless, aesthetics can serve as a basis for all other content in an art curriculum because of its nature and its foundation of general questions about all works of art. Issues examined in this digest include: (1) relating aesthetics to art education; (2) placement of aesthetics in the art curriculum; (3) philosophical inquiry in art education; and (4) reconstruction of aesthetics in art education. A 9-item reference list concludes the digest. (DB)

ED 329 120 FL 019 091

Arnaud, Pierre J. L.

Subjective Word Frequency Estimates in L1 and L2.

PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *English; *Estimation (Mathematics); *French; Higher Education; Language Proficiency; Language Research; *Measurement Techniques; Native Speakers; Second Language Learning; *Word Frequency

A study investigated the usefulness of non-native speakers' subjective, relative word frequency estimates as a measure of second language proficiency. In the experiment, two subjective frequency estimate (SFE) tasks, one on French and one on English, were presented to French learners of English (n=126) and American learners of French (n=87). Subjects were university students studying in France. Each group received lists of 30 words (nouns and adjectives only), drawn from published frequency lists and presented alphabetically. Instructions to rank-order the words for frequency were given to each group in its native language. Results suggest the English list was easier to rank-order. In addition, while the performance of native speakers was better than that of non-native speakers on the English list, non-natives performed slightly but not significantly better on the French list. The inconclusive results suggest that SFEs can not provide indirect second-language (L2) proficiency measures. The close relationship of the two languages is seen as a possible confounding variable. The better performance of the American students is ascribed to the selectivity of the students' home institution. (MSE)

ED 329 152 HE 023 468

Genthon, Michele; Joscelyn, Mary K., Ed.
Administrative Barriers to Improving Undergraduate Education. Accent on Improving College Teaching and Learning, 6.
Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; *Administrative Change; Administrative Organization; *Administrator Role; *Change Strategies; College Administration; College Curriculum; Educational Finance; *Educational Improvement; Higher Education; National Surveys; Problem Solving; Teacher Improvement

Chief academic officers at 1,053 institutions of higher education across the United States were surveyed about the barriers to improving teaching and learning. Using factor analysis, responses were reduced to nine general problem areas. In order of importance from most important to least important, the problems identified were: financial support, faculty support systems, student limitations, student academic support programs, academic administration, limitations of faculty, academic constraints, academic support systems, and enrollment demographics. Rankings are contrasted among comprehensive, four-year, and two-year institutions, and between public and private institutions. The identified problems had common features in that they concerned resource issues, external constraints, and administrative or governance structures. Academic administrators can address these barriers by such actions as working with other administrators to develop budgets and set institutional priorities, developing cooperative programs to improve the preparation of students before they reach college, and reorganizing ineffective administrative systems. Two references are included. (JDD)

ED 329 183 HE 024 296

Monahan, Thomas C.
Using Graduate Record Examination Scores in the Graduate Admissions Process at Glassboro State College.
PUB DATE- Feb 91
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Admission Criteria; *College Admission; *College Entrance Examinations; Comparative Analysis; Eligibility; Grades (Scholastic); Graduate Study; Higher Education; *Scores; Standardized Tests; Test Content
IDENTIFIERS- Glassboro State College NJ; *Graduate Record Examinations

The practice of requiring students seeking admission to a graduate program at Glassboro State College to take the Graduate Record Examination (GRE) is discussed. The paper first reviews the GRE Program: the components of the general test itself; scoring; quantitative measurements; and subject areas. Next, the use of the GRE scores and how they are applied in the decision of graduate admission is examined, as well as the importance given to test results in the admission process. Included in this part of the discusssion is information regarding a national study of the performance levels of all examinees who took the General Test between October 1986 through September 1989. In addition, data is provided, drawn from Educational Testing Service tables, which present average estimated correlations between graduate first-year grade point averages (GPAs) and various predictors, such as GRE scores. Finally, data from local Glassboro State College are presented and analyzed concerning the relationships between and among undergraduate GPA, GRE General Test scores in verbal and quantitative ability, and graduate GPA at the conclusion of the first year of graduate study. A summary of major findings and conclusions are provided. Contains 12 references. (GLR)

ED 329 279 IR 053 474

Leadership for the 90's. Final Report of the State Superintendent's Task Force on School Library Media Issues. Bulletin No. 91095.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- Aug 90

NOTE- 74p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Information Retrieval; Information Technology; *Learning Resources Centers; Library Collections; Library Expenditures; Library Facilities; Library Instruction; Library Personnel; *Library Role; *Library Services; *Program Budgeting; Program Evaluation; School Libraries; School Surveys; Staff Development

IDENTIFIERS- Librarian Teacher Cooperation; Wisconsin

A task force on school library media issues was appointed in Wisconsin to describe the current program status in the state; identify those factors that are preventing the fulfillment of the library media program's mission--that every student in public elementary and secondary schools in Wisconsin has a right to a comprehensive program of library media services--and make recommendations for state action. The task force identified eight major issues that play an integral role in the school library media program. Each issue is addressed in a separate chapter: (1) library media program philosophy; (2) library media specialist as curriculum partner; (3) library media education and staff development; (4) library media program staffing; (5) library media programs and technology; (6) library media facilities; (7) library media collections and resources; and (8) library media financing and budgeting. Each chapter includes background information, an analysis of library media center needs related to that issue, and recommendations. Five appendixes contain the guidelines for personnel, staffing ranges based on program philosophy, school library media expenditures, per pupil expenditures for instructional media, and anticipated expenditures for 1989-90. (27 references) (MAB)

ED 329 305 JC 910 126

Clagett, Craig A.; Huntington, Robin B.

Assessing the Transfer Function: Issues and Methods.

PUB DATE- 9 Nov 90

NOTE- 21p.; Paper presented at the Annual Meeting of the Maryland Association for Institutional Research (4th, Frederick, MD, November 9, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, 'Papers Presented at...'' (150)

DESCRIPTORS- Academic Achievement; *Academic Records; Accountability; College Outcomes Assessment; *College Role; *College Transfer Students; *Community Colleges; Consortia; *Data Collection; Higher Education; *Intercollegiate Cooperation; Models; Organizational Effectiveness; Student Characteristics; Transfer Policy; Two Year Colleges; Universities

IDENTIFIERS- *Maryland

Information about the rate of student transfer from two- to four-year institutions and transfer students' achievement at the senior institutions can be obtained in several ways. One approach is the utilization of a statewide student tracking system, which permits easy identification of student progress at any level in the system. Systemwide outcomes can also be obtained by accessing existing state data files. Perhaps the most common source of outcomes data is the student survey, which does not depend on inter-institutional or state agency cooperation and which overcomes the geographic limitations of state data systems. Since student surveys are limited to student-reported information and generally have poor response rates, obtaining aggregate data directly from senior institutions is often more desirable. A final method of data collection involves individual-level data exchanges between institutions, which can be of use to both institutions by providing transfer information at the individual record level. A pilot project was undertaken in Maryland involving individual-level data exchanges between a four-year institution and interested community colleges. In exchange for providing community colleges with data on their transfer-in cohort, the four-year colleges received additional individual student data of interest to them. Another study examined transfer rates using different operational definitions of the ''transfer student,'' examining such variables as transfer goal, transfer program, student course load, degree completion, and graduation status. The study concluded that reporting a select set of multiple rates based on different definitions may be fully justified at the institutional and state levels. (JMC)

ED 329 394 RC 018 005

Bobbett, Gordon C.

Rural Appalachian Band Directors' Academic Preparation/Musical Preparation, Facilities, Monetary Resources, and Methods of Student Evaluation, and Their Students' Musical Independence.

SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- 14 Nov 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (New Orleans, LA, November 14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bands (Music); High Schools; Music Education; Music Facilities; Program Evaluation; *Rural Education; Student Characteristics; Teacher Evaluation
IDENTIFIERS- *Band Directors

Six band directors and three assistant directors from "good" rural schools in Kentucky and Tennessee participated in a study designed to investigate: (1) the influence of the band directors' musical and academic background on their band program's musical independence; (2) the band's facilities and sources of revenue; (3) the musical independence of the students, assistants, and head band directors; (4) the influence of the director's grading procedures on the student's musical independence; and (5) the relationship between demographic data and the band directors' and students' musical independence. The Band Director Survey gathered information on the director's preparation and musical activities, band students, budget, facilities, and student evaluation. Colwells' Musical Achievement Test 3 (MAT3) assessed the musical independence of head band directors, assistant band directors, and their high school students. The MAT3 data of rural Appalachian students and band directors were compared to findings in prior studies of high school and college students in Tennessee. The conclusions are: (1) head band directors do not promote individual musical growth for themselves; (2) head band directors need to manage fund-raising; (3) the nature of student participation the high school band suggests that outside performances and marching band are an important school public relations activity; (4) band facilities are marginally adequate; (5) head directors may not emphasize development of musical independence among students; and (6) educational administrators might hire good organizers, but not good musicians. (KS)

ED 329 408 RC 018 022

Ahmed, Kazi A.; And Others

Patterns of Information Technology Adoption among Rural Health Providers in North Dakota.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- Aug 90

NOTE- 36p.; Paper presented at the Annual Rural Sociological Society Conference (Norfolk, VA, August 7-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, ''Papers Presented at...'' (150)

DESCRIPTORS- *Access to Information; Computer Networks; *Information Needs; Information Services; *Information Technology; Medical Libraries; *Physicians; Professional Continuing Education; *Rural Areas

IDENTIFIERS- *North Dakota

This study examines the information sources used by practicing rural physicians in North Dakota to keep current with new information in their area of specialty. The hypotheses tested were: (1) there are more male than female rural practitioners in North Dakota; (2) rural physicians depend on printed material to fulfill regular need for information related to their practice; (3) rural physicians fulfill their information need by frequently using local medical reference libraries; (4) rural physicians have a demand for only a limited number and type of information from medical libraries; (5) a large number attend professional meetings and conferences to fill the void of face-to-face contact with colleagues; (6) utilization patterns vary significantly between general practitioners and specialists; (7) practitioners, who have recently taught medical students vary significantly in their mean score on the extent of information sources used; and (8) age of the rural physician has a significant effect on the extent of information used. Data were collected by a survey of 278 rural health care practitioners in North Dakota. The study used simple descriptive statistical analysis to test the first five hypotheses, and a multivariate technique, ANOVA, to test the last three hypotheses. Results yielded support for all hypotheses. More efforts should focus on bringing better machines (such as on-line computer searches and facsimile machines) and programs to rural physicians to meet their information needs. (KS)

ED 329 438 SO 019 631

Campbell, D'Ann; And Others

Integrating Women into U.S. History: A Sourcebook. Part I: Women in the 18th and 19th Centuries. Part II: Women in the 20th Century.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 83

NOTE- 571p.; Several pages may not reproduce well due to marginal legibility.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Black History; Diaries; Educational Resources; Females; High Schools; *History Instruction; Junior High Schools; Lesson Plans; Primary Sources; Social Studies; Supplementary Reading Materials; Teacher Developed Materials; Teaching Methods; *United States History; *Womens Studies

IDENTIFIERS- Eighteenth Century; Nineteenth Century; Womens Suffrage

This sourcebook, in two parts, aims at supplementing the limited material dealing with women's history normally found in junior and senior high school U.S. history textbooks. The lessons were developed by teachers at an intensive summer institute dealing with women's issues. The teachers and their colleagues field-tested the lessons and revised them based on the results of the final tests. Part I focuses on the 18th and 19th centuries and contains 14 lessons. Students learn about conditions in Colonial America and explore the various chores that women were responsible for in the colonial home. Students also learn about the importance of diaries and journals in the study of history. They study free black women in the northern colonies and discuss John Adam's views on voting privileges and the position women held in the new government. Women's suffrage and the major arguments used to deny women and blacks the right to vote are addressed as are women's legal status and the experiences of black women in the United States during the mid-19th century. Two lessons focus on specific women: Lydia Sigourney and Elizabeth Blackwell. Finally, one activity explores the quality of life in Indiana in 1850. Two introductory essays dealing with U.S. women's history are included, as is an historiographical essay, intended as teacher background information. In part II, comprising 12 lessons, topics address women's issues in the years following 1870. One lesson is a simulation activity designed to examine the arguments involved in the women's suffrage movement. In others, students study labor unions between 1870-1920 and discuss the "new woman" of the 1920's. Additional lessons address issues of women in the Depression, women in U.S. sports, women in architecture, the role of women in modern society, and women in the labor movement since 1960. A lesson plan on oral history involves students by requiring them to conduct and tape-record historical interviews with adults. Two activities require students to conduct and analyze public opinion polls as a method of research in social history. One of these activities enables students to analyze differences between men's and women's attitudes and how they have changed over time. The final lesson explores the stereotyping of women in advertising from 1960 to 1980. Two introductory essays dealing with U.S. women's history are included. (GEA)

Swaziland, and the United Kingdom. (DB)

ED 329 508 SP 030 928

Jones, Barbara J.; Schiff, Susan J.
The Winning PACT: A Higher Education and School District Partnership.
Jefferson County Public Schools, Golden, CO.
PUB DATE- Mar 89
NOTE- 95p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Elementary Education; Helping Relationship; Higher Education; *Institutional Cooperation; Mentors; *Preservice Teacher Education; Professional Development; *Program Development; Program Evaluation; Questionnaires
IDENTIFIERS- *Professional Alternative Consortium for Teachers

The objective of a collaborative program entitled Professional Alternative Consortium for Teachers (PACT) is to provide significant contributions to teacher preparation and induction programs as well as to provide a professional alternative for support teachers. The PACT program is a collaboration between the Jefferson County Public Schools (Golden, Colorado) and two colleges--the University of Colorado at Denver and the Metropolitan State College. Participation in this consortium allows 13 experienced elementary teachers to be released from direct classoom teaching responsibilities in order to support/coach/advise 26 probationary elementary school teachers, called PACT classroom teachers. To assess the outcome of the program, four instruments were administered to the PACT teachers at various times during the year: (1) Stages of Concern Questionnaire; (2) taped oral interviews; (3) the Alleman Mentoring Scales Questionnaire; and (4) an End of the Year Questionnaire. The data indicated that teachers considered the PACT program to be vitally important. A description of PACT, salient features of the program, the results of the research, and the benefits to all members of the consortium are discussed in detail. Copies of the assessment instruments are included in the appendices. (JD)

Legislative Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission. Report 90-7.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Jan 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Education; *Educational Legislation; *Educational Planning; *Educational Policy; Fees; Higher Education; Long Range Planning; *Policy Formation; Postsecondary Education; Private Colleges; Private Sector; *State Legislation; Student Costs
IDENTIFIERS- *California

This report presents six recommendations determined by the California Postsecondary Education Commission to be of highest priority for legislative initiatives or amendments to existing legislation in the 1990 legislative session. A discussion of each issue precedes the formal recommendation. The recommendations address the following areas: (1) meeting California's adult education needs; (2) ensuring equitable and predictable student fees; (3) revising the Master Plan for Higher Education; (4) improving State oversight of private postsecondary education; (5) promoting educational equity; and (6) long-range planning for higher education. Includes eight references. (DB)

ED 329 454 SO 021 087

Crouch, Marjorie K.; And Others

Mexico Recordings in the Archive of Folk Culture. LC (Library of Congress) Folk Archive Finding Aid.

Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- Aug 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; Discographies; *Folk Culture; Foreign Countries; *Foreign Culture; Library Catalogs; *Music; Reference Materials
IDENTIFIERS- *Mexico

An aid for finding recordings from Mexico in the Archive of Folk Culture of the Library of Congress (LC) is presented. Brief descriptions of the recordings are accompanied by identification numbers. Information about listening to or ordering any of the listed recordings is available from the Archive of Folk Culture. (DB)

Separation of Church and State: The Ongoing Crisis. America's United Second Annual Report on Church State Conflict in the United States.

Americans United for the Separation of Church and State, Silver Spring, MD.

PUB DATE- 24 Sep 90
NOTE- 22p.; For a related document, see ED 320 804.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; Constitutional Law; *National Surveys; *Political Issues; Religion; Religious Factors; Social Problems; *State Church Separation; State Government
IDENTIFIERS- *Religious Freedom

The report from an informal state-by-state survey lists incidents that implicate the principle of separation of church and state. The report is not meant to be a comprehensive list of every church-state problem in the United States. Rather, it is intended to be a "snapshot" of conflicts throughout the country. The document covers the period from September 1989 through August 1990. A total of 192 incidents in 46 states is recorded. The report categorizes the church-state conflicts into four areas: (1) religion in the public schools; (2) state endorsement of religion; (3) public funding of religious organizations; and (4) free exercise disputes. A state-by-state summary of incidents is included. (DB)

Bantz, David; And Others
Beyond Courseware: A Report and Bibliography Prepared for the Alfre
P. Sloan Foundation on Computing Technology in Higher Education.
Dartmouth Coll., Hanover, N.H.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.;
Interuniversity Communications Council (EDUCOM), Princeton, N. J.
PUB DATE- 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Cognitive Style; *Computer Assisted Instruction; Computer Simulation; *Computer Software; *Courseware; Databases; Futures (of Society); Higher Education; Human Factors Engineering; Hypermedia; Instructional Effectiveness; Interactive Video; Locus of Control; Media Research; Microcomputers; Multimedia Instruction; Problem Solving; Teaching Methods

This annotated bibliography is based on a literature search which was commissioned to complement the report on a conference hosted by Dartmouth University (New Hampshire) in October 1988. An introductory essay describes the conference, which brought together 30 educators from a wide variety of institutions for 3 days to reflect on the effectiveness of educational computing, and to use this reflection to help define appropriate future directions for computing technology in higher education. The research studies are listed alphabetically by principal author and the theme or trend from the conference to which it is related is indicated. The 13 themes are Alternative Methods (22 citations); Cognitive Styles and Personality Types (25); Control Issues (9); Future/Effectiveness of Computer-assisted Instruction (7); Human Factors (14); Hypertext/Hypermedia (13); Interactive multi-media (26); Kinds, Styles, Modes of Learning (9); Large Databases and Lab Data (13); Problem-solving-based Learning (20); Research and Evaluations (23); Simulation versus Authentic (11); and Tests and Evaluation Methodology (3). This publication also contains a bibliography of reviews of instructional software selected from scholarly journals within academic disciplines or from anthologies published by academic presses. The reviews are listed alphabetically under the following subjects: biology, chemistry, economics, education, engineering, English, general composition or writing, geology, history, language, mathematics, medicine, philosophy, physics, psychology, and science. Each review meets some or all of the following criteria: (1) identifies needs of the discipline which the software purports to address; (2) describes the use of the software to enhance learning; (3) compares the software to other software in similar areas; and (4) reports on the evaluation of software effectiveness. (DB)

ED 329 247 IR 014 906

Naidu, Som

Concept Mapping: Student Workbook.

PUB DATE- Jul 90

NOTE- 30p.; Developed as part of the research materials for the degree of Doctor of Philosophy, Concordia University (Canada).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cognitive Mapping; Cognitive Psychology; Cognitive Structures; Concept Formation; Correspondence Study; *Educational Strategies; Evaluation Methods; Higher Education; Thinking Skills; Worksheets

The first of two parts in this document is a student workbook which is designed to teach students how to construct a concept map, i.e., a graphic arrangement of the key concepts in a body of subject matter with connecting lines labelled to show valid and meaningful relationships between the chosen concepts. The workbook provides a discussion of concept maps and their purpose, examples of concept maps, and step-by-step instructions for constructing a concept map. The second part is a consultant/teacher guide, which also discusses concept maps and their purpose, and provides guidelines for the evaluation of student mapping exercises. Comment sheets and forms for recording the dates that mapping exercises are received from students and mailed back to them conclude the document. (DB)

ED 329 333 PS 019 298

Facts about Family Day Care. NCJW Center for the Child Fact Sheet, Number 1.
National Council of Jewish Women, New York, N.Y.
PUB DATE- Dec 88
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) .
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Educational Quality; *Family Day Care; *Income
IDENTIFIERS- Fact Sheets; *State Regulation

Three myths concerning family day care are countered by facts. Myths are: (1) family day care providers are just babysitters working for pin money; (2) family day care is an undesirable and inferior substitute for center-based care; (3) the only way to guarantee high quality family day care is through strict regulation. In fact, family day care is a real and demanding occupation, and providers' earnings are often an essential portion of their families' income. Research has shown that family day care has unique qualities that make it the preferred arrangement of many parents, especially for infants and toddlers. Regulation is necessary to provide basic standards concerning the health and safety of children in family day care, but it does not ensure high quality care. Six effective strategies for promoting high quality family day care are cited. (RH)

ED 329 364 PS 019 484

Frickson, Wayne; And Others
Outcome Based Education. A Minnesota Vision.
Minnesota State Dept. of Education, St. Paul. Div. of Instructional Effectiveness.
PUB DATE- Feb 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Definitions; Educational History; Elementary Secondary Education; Feedback; *Instructional Design; *Outcomes of Education; *Program Design; State Programs; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Minnesota; *Outcome Based Education

Designed to further the movement of Minnesota's schools toward an outcome-based system, this publication offers: (1) a definition of outcome-based education (OBE); (2) a brief history of Minnesota's involvement in the development of OBE; and (3) a set of terms and definitions for OBE in Minnesota. In addition, the document describes OBE as envisioned by Minnesota's Legislature, State Board of Education, and Department of Education. Concepts defined and discussed include learner goals, program outcomes, concept outcomes, essential learner outcomes, course grade outcomes, unit outcomes, lesson outcomes, graduation requirements, assessment and feedback, statewide testing, the test item bank, and instruction. Concluding discussion concerns instructional planning, implementation, and evaluation. (RH)

ED 329 380 RC 017 796

Lewis, Helen Matthews, Ed.; And Others
Colonialism in Modern America: The Appalachian Case.
Appalachian Consortium, Inc., Boone, N.C.
PUB DATE- 78
NOTE- 385p.; First Edition. Some essays previously published elsewhere. Photo will copy poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Area Studies; *Colonialism; Geographic Regions; Natural Resources; Regional Attitudes; *Regional Characteristics; *Rural Development; Rural Economics; Rural Education; Social Problems; Social Systems; *Social Theories; Socioeconomic Background; Socioeconomic Influences
IDENTIFIERS- *Appalachia; Exploitation; *Internal Colonialism

The essays in this book illustrate a conceptual model for analyzing the social and economic problems of the Appalachian region. The model is variously called Colonialism, Internal Colonialism, Exploitation, or External Oppression. It highlights the process through which dominant outside industrial interests establish control, exploit the region, and maintain their domination and subjugation of the region. Appalachia is an example of colonial domination by outside interests. Its history demonstrates the concerted efforts of the exploiters to label their work as progress and to blame problems they caused on the ignorance or deficiencies of the Appalachian people. This anthology: (1) explains the Colonial Model and its application to the study of Appalachian history and experience; (2) describes the acquisition of resources by outside influences; (3) documents the ways in which outside interests sought to establish their enterprises through political corruption and cultural discrediting of opposition; (4) shows how the region has become vulnerable to the cultural and economic definitions, interests, and whims of the larger society; and (5) extends and improves the Colonial Model for scholarly analysis leading to proposals for corrective social action. Essays contain text notes and references. (ALL)

vocabulary). Lists 10 references. (YP)

ED 329 423 SE 050 676

McGrath, Susan
Fun with Physics.
National Geographic Society, Washington, DC.
PUB DATE- 86
NOTE- 106p.; Colored photographs may not reproduce well. Oversized poster and game board have been removed.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- *Athletics; Elementary Education; *Elementary School Science; Museums; *Physics; *Science Activities; *Science Interests; Science Materials; *Scientific Concepts; Scientific Principles

This book shows how physics relates to daily life. Chapters included are: (1) "Physics of Fun" (dealing with the concepts of friction, Bernoulli's principle, lift, buoyancy, adhesion, cohesion, surface tension, gas expansion, waves, light, mirror images, and solar cells); (2) "Physics of Nature" (illustrating the concepts of inertia, static electricity, magnetic fields, echoes, spectrum, color and scattering); (3) "Physics at Home" (describing conductors and insulators, viscosity, pressure, levers, transformers, and the electromagnetic spectrum); and (4) "Physics of Sports" (discussing the center of gravity, elasticity, centripetal force, electric circuits, and action/reaction forces). At the end of each chapter, several activities are introduced. A glossary, index, list of science museums, and a list of additional reading materials are appended. (YP)

ED 329 525 SP 032 915

Holmes, Edward W.

Journaling: A Lens for Looking at a Mentor and a Beginning Teacher Working Together.

PUB DATE- 16 Feb 91

NOTE- 17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February 16, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Cooperating Teachers; Elementary Education; Higher Education; *Interpersonal Relationship; *Mentors; *Personal Narratives; *Student Teachers; Teaching Experience

This preliminary study reviews the journals of two teachers working side-by-side, a supervising teacher/mentor and a student teacher. The student teacher, a certification student, had a business degree, had worked in the business world for three years, and wanted to become an elementary classroom teacher. The supervising teacher, an experienced master teacher, taught fourth grade in a team with two other teachers in a suburban, open space elementary school. In this study both teachers maintain journals regarding their individual perceptions of this common induction experience. A wealth of information is revealed in the journals of both teachers about the process of teacher induction. Preliminary analyses of the data indicate that several areas of concern are common to both persons: both express anxiety about the lack of time to do all that is required and the need for flexibility. Differences appear to occur in terms of on-the-job experience and its concomitant confidence factor. The question remains about how best to attack the information so as to make it useful for those responsible for the continuing induction of both preservice and inservice classroom teachers. (JD)

ED 329 104 FL 019 014

Liontas, John I.
Using Authentic Materials To Develop Functional Proficiency in Writing.
PUB DATE- Oct 89
NOTE- 17p.; In: Fryer, Bruce T., Ed.; Medley, Frank W., Jr., Ed. Perspectives and Horizons. Dimension: Languages 89. Report of Southern Conference on Language Teaching.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; German; *Instructional Materials; *Language Proficiency; Material Development; Realia; Second Language Instruction; Theories; *Writing Instruction
IDENTIFIERS- *Authentic Materials

A theoretical framework for an integrated second language writing plan is proposed, and concrete suggestions and applications around which proficiency-based writing activities can be designed, developed, and implemented are offered. Writing is defined as a thinking process that needs to be introduced and practiced early in the language course. In a series of sample classroom activities, ways in which realia from the target culture can be adapted to the learner's immediate environment and everyday tasks are illustrated. In each, the intent is to teach the processes and principles of writing as a holistic construct within a larger discourse context (content level) with rules and conventions to be followed before teaching the individual discourse skills of writing (surface level). Examples are given in German. (MSE)

ED 329 137 FL 800 287

Chapman, Jean B.; And Others
Learning Disabilities and the Adult Student of English as a Second Language. Final Project Report.
William Rainey Harper Coll., Palatine, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE- 15 Jul 80
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; Classroom Techniques; *English (Second Language); Evaluation Methods; Instructional Materials; *Learning Disabilities; Media Selection; Program Descriptions; Records (Forms); *Screening Tests

The project investigated and developed assessment tools and instructional methods and materials appropriate for adults with learning disabilities who are students of English as a Second Language (ESL). The report summarizes the project's goals and results in four areas: assessment of learning disabilities; methods and materials for teaching ESL to the learning disabled adult; increased knowledge of the learning disabled, limited-English-speaking adult; and dissemination of the resulting information. The bulk of the document is in three appendixes. The first is a booklet designed to acquaint teachers with the problem of learning disabilities in the adult ESL student and with procedures for working with this population. It includes guidelines for screening and teaching the students and for selection of instructional materials. A brief bibliography is included. The second appendix contains the screening test developed as part of the project. The test consists of visual aids and score sheets to test for visual discrimination, visual-motor coordination, visual sequencing, visual figure-ground discrimination, word retrieval, receptive language, auditory comprehension, and sentence repetition. The third appendix includes a letter and evaluation form for field resource consultants involved in evaluation of the test. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 169 HE 024 281

Erickson, Bette LaSere; Strommer, Diane Weltner
Teaching College Freshmen.
PUB DATE- 91
NOTE- 249p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Advising; Basic Skills; Cognitive Style; College Faculty; *College Freshmen; Higher Education; Student Adjustment; *Student Characteristics; Student Development; Student Educational Objectives; Student Evaluation; *Teaching Methods

This book is intended to help faculty who teach college freshmen to understand their students, present effective teaching practices, and provide practical suggestions for dealing with the special challenges presented by freshmen. Part 1 portrays freshmen, examining high school influences that shape expectations and habits; attitudes, values, and goals of entering freshmen; demands of adjusting to freshman life; and research on student development and learning styles. Part 2 describes teaching practices that both challenge and support freshmen. It discusses the goals of freshman courses, syllabus preparation, meeting the first class, techniques for helping freshmen learn from lectures, getting students involved in class, making assignments, evaluating student learning, and grading. Part 3 explores some of the special challenges of teaching freshmen. It offers techniques for reducing student anonymity, increasing involvement, and evaluating learning in large classes; suggests strategies for advising freshmen and providing individual, personal support; and addresses the need to reinforce the development of basic skills in reading, writing, mathematical reasoning, and critical thinking. Contains over 150 references. (JDD)

ED 329 200 HE 024 331

Student Profiles 1990: The First in a Series of Annual Factbooks about Student Participation in California Higher Education. Report 90-23.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Oct 90

NOTE- 195p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- College Freshmen; *College Students; Community Colleges; Degrees (Academic); Demography; *Educational Trends; *Enrollment Trends; Ethnic Groups; Higher Education; High School Graduates; High Schools; Outcomes of Education; Postsecondary Education; State Surveys; Statistical Data; *Student Characteristics; Transfer Students; Trend Analysis

IDENTIFIERS- *California

This factbook presents tabular data about students in postsecondary education in California, based on the State's computerized integrated student data system. The most recent data are for the fall of 1989 with some tables presenting trend data from 1980 to 1989. The factbook presents the data in six sections: (1) all students, with summarized information on all California colleges and universities (e.g., enrollment by ethnicity, sex, and type of institution); (2) participation rates, with enrollment patterns by various demographic categories; (3) first-time freshmen and new students, containing information on recent high school graduates, the origin of first-time freshmen, average age of these freshmen, and their sex and ethnic distribution; (4) transfer students, presenting information on community college transfers to the State's universities as well as transfer students from other segments; (5) student outcomes, such as number of degrees awarded; and (6) area-specific student data, including information on high school graduates and college-going rates by county, and community college transfer students by community college. (DB)

ED 329 231 IR 014 875

Ellis, Edwin, Ed.
National Educational Computing Conference Proceedings (11th, Nashville, Tennessee, June 25-27, 1990).
SPONS. AGENCY- National Educational Computing Conference.
PUB DATE- Jun 90
NOTE- 358p.; For the NECC '89 Proceedings, see ED 317 190.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Adult Learning; Class Activities; *Computer Assisted Instruction; Computer Networks; Computer Simulation; Computer Software; Disabilities; Educational Administration; Elementary Secondary Education; Higher Education; Hypermedia; Microcomputers; Multimedia Instruction; *Program Descriptions; Programing; Teacher Education; Thinking Skills; Two Year Colleges

This volume of proceedings of the 1990 National Educational Computing Conference (NECC) provides a record of the state-of-the-art in the use of computing in a variety of educational settings. Special sessions, panels, projects, 153 abstracts, and 44 papers are reported here on subjects including: elementary and secondary educational software, higher education applications, multimedia programs, hypermedia, ethics, computer education administration, interactive video, computer-assisted instruction, engineering, Logo, thinking skills, teacher education, video-based instruction, and networks. Tables and diagrams accompany some of the entries, and each of the papers contains its own list of references. An index of authors and other participants is also included. (DB)

ED 329 264 IR 053 454

McClure, Charles R.

Access to Electronic Government Information through the GPO's Depository Library Program: An Update.

PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the ONLINE/CD-ROM '90 Conference (Washington, DC, November 5-7, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Depository Libraries; *Electronic Publishing; Federal Government; *Government Publications; *Information Dissemination; Policy Formation; *Public Policy; User Needs (Information)
IDENTIFIERS- Government Printing Office

This brief overview of recent policy initiatives--in addition to existing statutes and regulations--that may affect the Government Printing Office (GPO) Depository Library Program's (DLP) role in the dissemination of electronic government information identifies selected trends that may affect the public's access to electronic information through the DLP, and it offers some recommendations that might be considered by the GPO as it moves into greater dissemination of electronic information. It is observed that the contradictory nature of existing initiatives encourages individual government agencies to disseminate information by circumventing the DLP and thereby contributing to the DLP's decentralization. Thus, the lack of a centralized agency for information dissemination will affect general public access and, consequently, specialized user groups may rely more on individual government agencies for their information. DLP pilot projects are currently testing the development of electronic information products which, when operational, may restructure the DLP into a more effective system. (16 references) (MAB)

ED 329 291 IR 053 491

Clark, Collin, Ed.

California Library Directory, 1990. Listings for Public, Academic, Special, State Agency and County Law Libraries.

California State Library, Sacramento.

PUB DATE- 90

NOTE- 186p.; Product of the Library Development Services Bureau. For the accompanying statistical report, see IR 053 492.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; Annual Reports; Directories; Higher Education; Interlibrary Loans; *Library Networks; Library Services; *Public Libraries; *Special Libraries; Two Year Colleges

IDENTIFIERS- *California

This directory lists 866 out of an estimated 1,000 public, academic, special, state agency, and county law libraries in California for fiscal year 1988-1989. The directory section lists libraries alphabetically by name within each city and provides the organization and library name; address; population or number of persons served; statement whether the library is open to the public; number of outlets for public libraries; statement of interlibrary loans and photocopy policies; name of library director; telephone number; electronic mail and telefacsimile units; hours of service; a brief listing of system and network memberships; and the short form of the library name which is given in the index and used in the companion statistics volume, California Library Statistics. While the directory listings make up the major part of this report, information is also provided on the organization of the California State Library (i.e., state library supervising staff, collections and services, California Library Services Board); abbreviations used in the directory; a map showing the geographic locations of the California library systems; library associations, networks, and systems; and California public libraries. A library index provides an alphabetical list of libraries by short form name with cross references to the full name and the city of location. (MAB)

ED 329 319 JC 910 158

Greenfield, Richard K.
Building a Global Community: International Perspectives on Community College Education.
PUB DATE- 21 Jun 90
NOTE- 17p.; Paper presented at the 1990 Community College Leadership Institute of the League for Innovation in Community Colleges (Raleigh, NC, June 21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Community Colleges; Cultural Awareness; Institutional Mission; Intergroup Education; *International Communication; *International Educational Exchange; *Multicultural Education; *Student Exchange Programs; *Study Abroad; Two Year Colleges

In the face of near-instantaneous global communication and the increased interdependence of nations, community colleges must seek to move beyond their tendency to serve only local needs and recognize the important role they must play in educating members of the international world community. The move to internationalize community colleges began in the 1970's and gained momentum during the 1980's. It has resulted in the development of statewide, regional, and national consortia promoting different aspects of international education. Among the activities in which community colleges can become involved are student study abroad programs, student exchange programs, and intercultural and area studies courses and programs. The International/Intercultural Consortium (I/IC), established by the American Association of Community and Junior Colleges in 1976, serves as a clearinghouse for international education information and holds yearly conferences aimed at sensitizing community college staff to the international dimension. Promoting study abroad programs requires careful counseling of students to help them overcome the common misconceptions they often have about such programs (e.g., the belief that they must be fluent in a foreign language, or that they will not receive credit at home for work done abroad). If a community college is to have an effective international education program, it must enlist strong support from the administration and governing board, must develop avenues for the involvement of interested faculty, and must solicit the participation of community advisory support groups. (GFW)

ED 329 492 SO 021 414

Fersh, Seymour, Ed.
Learning about Peoples and Cultures. Peoples and Cultures Series. Textbook and A Guide for Teachers.
PUB DATE- 89
NOTE- 172p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Cultural Activities; *Cultural Awareness; *Cultural Differences; Cultural Interrelationships; *Global Approach; High Schools; Intercultural Communication; Teaching Guides; Teaching Methods; Textbooks; Two Year Colleges

This textbook and accompanying teacher's guide are one in a set of nine designed to teach high school students a process for studying other cultures as ''insiders'' rather than as ''outsiders.'' The student text contains units on ''Changing Views of Ourselves in the Universe''; ''Seeing Each Other as Outsiders and Insiders''; ''Considering Why Human Viewpoints Differ''; ''Communicating with Each Other''; and ''Perceiving Cultural Patterns in New Ways''. The individual chapters in these units are: (1) ''Captain Stormfield's Visit to Heaven,'' by Mark Twain; (2) ''Our Place in Space,'' by Seymour Fersh; (3) ''Our Place on Earth, by Marshall G. S. Hodgson; (4) ''Interpreting a Foreign Culture: The Nacirema,'' by Horace Miner; (5) ''Observations through the Cultural Looking Glass,'' by Fersh; (6) ''The Sacred Rac,'' by Patricia Hughes; (7) ''Much Depends on What We Assume,'' by Raymond Gorden; (8) ''Six Suggestions for Learning about Peoples and Cultures,'' by Yu-Kuang Chu; (9) ''How Attitudes Are Sometimes Formed,'' by Philip Foster; (10) ''What We Know Is Often Not So: Africa and Africans,'' by Susan Hall; (11) ''Why People Have Different Preferences: Family and Population,'' by Fersh; (12) ''Making Sense without Words,'' by Edward T. Hall, Jr.; (13) ''The Importance of Language in Communication: A Japanese Viewpoint,'' by Masao Kunihiro; (14) ''Semantics and the Study of Cultures,'' by Fersh; (15) ''Cultural Differences within a Country: Diversity within Unity,'' by Fersh; (16) ''Changing Patterns of Perceiving,'' by Fersh; (17) ''The Virtues of Zigzag Thinking,'' by Edward De Bono; (18) ''Cultural Differences within a Culture: Women and the Language of Inequality,'' by Elizabeth Burr, Susan Dunn, and Norma Farquhar; and (19) ''Humankind: New Conditions, New Opportunities,'' by Fersh. The teacher's guide explains the overall organization of the student text, suggests overall course activities and activities for each unit, and lists sources and resources. (JMC)

ED 329 349 PS 019 453

Family Literacy: Abstracts of Family Literacy Programs.
Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Adult Basic Education; *Basic Skills; Elementary Secondary Education; *Family Programs; *Literacy Education; Parent Child Relationship; Profiles
IDENTIFIERS- *Family Literacy; Program Characteristics

The abstracts in this publication describe 29 federally and privately funded family literacy projects in the United States. Each entry provides the name of the project, background information, project aims, and the names, addresses, and telephone numbers of contact persons. (RH)

ED 329 455 SO 021 088

Eisenhood, Elizabeth D.; And Others
Brazil Recordings in the Archive of Folk Culture. LC (Library of Congress) Folk Archive Finding Aid.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- Sep 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; Discographies; *Folk Culture; Foreign Countries; *Foreign Culture; Library Catalogs; *Music; Reference Materials
IDENTIFIERS- *Brazil

An aid for finding recordings from Brazil in the Archive of Folk Culture of the Library of Congress (LC) is presented. Brief descriptions of the recordings are accompanied by identification numbers. Information about listening to or ordering any of the listed recordings is available from the Archive of Folk Culture. (DB)

ED 329 121 FL 019 093

Kleiman, Angela B.
Cooperation and Control in Teaching: The Evidence of Classroom Questions.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; Elementary School Science; Foreign Countries; Grade 4; Intermediate Grades; *Portuguese; Power Structure; *Questioning Techniques; Speech Habits; Student Behavior; Student Role; Teacher Behavior; *Teacher Role; *Teacher Student Relationship; *Teaching Styles; Uncommonly Taught Languages
IDENTIFIERS- Brazil; *Portuguese (Brazilian)

A discussion of classroom communication looks at the function of questions, particularly teacher-initiated pedagogical questions but also other classroom questions, either teacher- or student-initiated. Two fourth grade science lessons, conducted in Brazil by different teachers, are analyzed. Analysis focuses on the relative effects of the teachers' different styles of teaching, one textbook-centered and the other teacher-centered, on the pedagogical question, a form of interaction unique to the classroom context. Discourse examples for the analysis are given in Portuguese. The degree of teacher control over lesson content and the quality of the interactions (openness to dialogue, informative or cognitively stimulating nature, relevance, and intent to explore the student's experience) are examined. It is concluded that the more the teacher is in control, the more successfully he or she can switch from a control to a cooperative mode of interaction. While the cooperative mode is not seen as an ideal, it is considered better than the alternatives and is much more likely to emerge in the teacher-centered approach. A 14-item bibliography is included. (MSE)

ED 329 184 HE 024 300

Public Policy Agenda 1991.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Access to Education; *Agenda Setting; Educational Finance; Educationally Disadvantaged; *Educational Opportunities; *Equal Education; Financial Aid Applicants; Higher Education; *Policy Formation; Political Influences; Public Colleges; *Public Policy; *State Colleges; State Federal Aid; State Universities; Student Financial Aid
IDENTIFIERS- *American Association of State Colleges and Univs

This document articulates the directives of the American Association of Colleges and Universities (AASCU) in achieving its major goal of providing citizens with equal opportunity for access to a college education. Based on the policy directives of the AASCU Board of Directors and the recommendations of the Council of State Representatives, the policy agenda focuses on four major issues: educational opportunity and achievement; higher education finance; economic and community development; and international policy issues relating to AASCU institutions. Major AASCU's priority directives include: (1) providing policy analyses on student aid issues and promoting balanced financial support to encourage greater participation by disadvantaged students underrepresented in college enrollment; (2) seeking alternate ways to fund public higher education; (3) advocating public responsibility for the support of education; and (4) supporting proposals to increase or reallocate funding that may benefit AASCU's students and institutions. Helping public colleges and universities identify, plan, implement and evaluate processes to address and solve local, regional, state and national economic problems has been identified as an economic and community development priority. International priorities include supporting Title VI of the Higher Education Act of 1965, with increased emphasis on internationalizing the campus and curriculum at AASCU's member institutions. (LPT)

ED 329 248 IR 014 913

Lowenstein, Ronnie; Barbee, David E.

The New Technology: Agent of Transformation.

Department of Labor, Washington, DC. Office of Strategic Planning and Policy Development.

PUB DATE- 14 Nov 90

NOTE- 11p.; Based on "A Report on the Nationwide 'State of the Art' of Instructional Technology," by David E. Barbee and Gabriel D. Ofiesh, March 1990. Prepared for The Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Business; Distance Education; *Educational Technology; Elementary Secondary Education; Expert Systems; Hypermedia; Interactive Video; Microcomputers; Military Training; Postsecondary Education; Systems Approach; *Technological Advancement

New technologies available today can be used to improve accountability, establish and manage learning environments, and extend contextual learning. To harness these technologies, however, beliefs and practices must be redefined in education, training, and human development. If technology is developed according to a systems approach, new technological tools and resources can be applied creatively to the solution of educational challenges. Some of the new tools currently being used in educational, business, and military educational and training settings include microcomputers, interactive video, authoring systems, hypermedia, expert systems, and distance education. Technology tools of the future include optical magnetic storage, laser cards, voice recognition, and virtual reality. (5 references) (DB)

ED 329 280 IR 053 475

IFLA General Conference, 1990. IFLA Presession Seminar on Public Library Policy.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 90
NOTE- 68p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 13-17, 1990). Several pages of the papers contain faint type or filled letters.
LANGUAGE- English; French
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- Academic Libraries; *Developing Nations; Foreign Countries; Higher Education; International Organizations; Librarian Attitudes; *Library Collection Development; Library Role; *Library Services; *Literacy Education; *Policy; *Public Libraries; Urban Education
IDENTIFIERS- *Africa; Brazil; Norway

Five of the six papers in this collection focus on public library services, collection development problems, and involvement in literacy campaigns in developing countries; the sixth paper is concerned with public library services in Norway. (1) In ''Big Cities, Its Inhabitants and Public Libraries Systems,'' May Brooking Negrao examines Sao Paulo's public library service to its inhabitants in terms of labor and education factors. (2) In ''Collection Development in Public Libraries in Developing Countries,'' Karen Jesson attributes collection development problems in Zimbabwe and other developing nations to the shortage of foreign currency, import taxation on books, the government attitude toward indigenous publishing, proportions of local and imported material in libraries, and library promotion of indigenous literature. (3) In ''Literacy Campaigns in West Africa,'' Kosi A. Kedem focuses primarily on campaign efforts in Ghana and Nigeria, the agencies involved in the campaigns, and the role of public libraries. (4) In ''Bibliotheques a deux portes ou la Bibliotheque scolaire et ses relations avec la Bibliotheque publique (Libraries with Two Doors or the Academic Library and Its Relationship with the Public Library),'' Remi Sagna argues that the public library and academic library complement each other in developing nations, and that the two together provide a tool for promoting education and reading in the traditionally oral societies of Africa, especially Senegal. (5) In ''Literacy Campaigns in Asia and Thailand,'' Karmmanee Suckcharoen examines literacy campaigns in the Republic of China, Pakistan, the Philippines, and Thailand. (6) In ''Public Library Policy,'' Else Granheim emphasizes those elements of public library service in Norway that guarantee nationwide user access throughout the country. (MAB)

ED 329 306 JC 910 131

Illinois Community Colleges: Expanding Opportunities. A Guide to Quality, Affordable, Educational Opportunities...Very Close to Home.

Illinois Community Coll. Board, Springfield.

PUB DATE- Dec 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Allied Health Occupations Education; *Associate Degrees; Business Education; *College Programs; *Community Colleges; *Educational Certificates; Program Guides; Student Recruitment; Technical Education; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Illinois

Designed as a recruitment pamphlet and general information guide for prospective students, this booklet contains two comprehensive charts on the 240 programs offered, and the degrees and certificates available at each of the 49 campuses in the Illinois Community College system. The first chart indicates which campuses in the system offer Associate in Arts, Associate in Science, and General Associate degrees and/or certificates. The second chart provides information on degrees and certificates available for each program at each campus. Individual programs are listed under the following broad areas of study: (1) Agriculture & Natural Resources, comprised of 6 separate programs including conservation and horticulture; (2) Business Occupations, comprised of 24 programs including accounting, food marketing, and real estate; (3) Communications, comprised of 8 programs including advertising and journalism; (4) Construction Trades, comprised of 6 different programs; (5) Food Production and Management, consisting of 6 programs including baking and meat cutting; (6) Health, comprised of 26 programs including dental services and respiratory therapy; (7) Mechanics & Repairers, consisting of 10 programs including auto body repair and watch and clock repair; (8) Public, Personal & Social Services, consisting of 19 separate programs; (9) Technologies, comprised of 32 different programs including drafting, plastics, and robotics; and (10) Transportation, comprised of airplane pilot, aviation management, and truck driving programs. The pamphlet includes a directory of all public community colleges in Illinois, and a map of the state showing the location of each of the colleges. (GFW)

Creditable Foods Guide for Child Care Centers on the Child Care Food Program.
Colorado State Dept. of Health, Denver.

PUB DATE- Jan 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Criteria; *Day Care; Elementary Education; Federal Programs; *Food Standards; Infants; Nutrition; Preschool Children; Preschool Education
IDENTIFIERS- Child Care Food Program

This manual provides information on creditable and noncreditable foods in child care centers, before-and-after-school centers, family day care homes, and adult day care centers. Creditable foods are foods that may be counted toward meeting the requirements for a reimbursable meal. Foods are determined to be creditable according to guidelines concerning: (1) nutrient content; (2) customary function in a meal; (3) whether they meet regulations governing the Child Nutrition Programs; (4) whether they meet the Food and Drug Administration's Standards of Identity; (5) whether they meet the U.S. Department of Agriculture's Standard for Meat and Meat Products; and (6) whether they are in agreement with administrative policy decisions on the crediting of particular foods. While they may be served as extra foods, noncreditable foods do not meet the guidelines. Contents of this manual include a meal pattern food chart and information on the following components: milk; meat and meat alternatives; fruit and vegetables; and bread and bread alternatives. Also included is information on infant feeding, the crediting of combination foods, a menu checklist, and a list of foods high in vitamins A and C and iron. (RH)

ED 329 365 PS 019 485

Stader, Ellen D.; And Others
Children's Retrieval of Classroom Materials: A Test of Conjoint Retention.
PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cues; *Elementary School Students; Grade 5; Grade 6; Intermediate Grades; Long Term Memory; *Maps; *Recall (Psychology); Short Term Memory; Verbal Stimuli; Visual Stimuli
IDENTIFIERS- *Conjoint Retention Hypothesis; *Retrieval (Memory)

A total of 90 fifth- and sixth-grade students studied a map of the fictitious island while twice listening to a 1,100-word prose passage describing it. The description included 16 nouns that had been chosen as map features. Map features were identified by labels and icons. Afterwards, students were given a cued recall test with 16 feature-related and 16 nonfeature-related items. During testing for recall, students had access to one of four maps. Maps contained the island boundary alone, boundary and icons, boundary and labels, or boundary and icons and labels. Response certainty measures were obtained. After 6 weeks, testing was repeated. Results conformed with predictions derived from the conjoint retention hypothesis, a derivative of dual coding theory, in which semantic propositions are assumed to represent verbal and linguistic information, and images represent perceptual and spatial information. The hypothesis further assumes that the two types of code can provide retrieval cues across codes and that the map is stored as an intact unit that maintains spatial relations among features, thereby providing an economy of representation when the map is in working memory. Findings indicated that a real distribution of features significantly improves performance. Multiple representations provide an additional boost in performance. (RH)

ED 329 395 RC 018 006

A Model for Rural Schools To Involve Parents in the Education of Their Children.

Conrad Public Schools, MT.; Montana State Univ., Bozeman. Center for Community Education.

SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena.

PUB DATE- 89

NOTE- 58p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; Models; *Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; *Parent Teacher Cooperation; Rural Education; *Rural Schools; Volunteers

A multi-stage process was used to develop a model of parent involvement that could be effectively implemented in rural schools. The stages were: (1) an extensive review of the literature on existing models of parent involvement; (2) identification of a "typical" rural Montana school district--Conrad; (3) training Conrad teachers and parents in one potential model and obtaining their input on specific involvement activities; and (4) synthesizing the literature review and the Conrad experience to develop a flexible model with various options. The final model concentrated on school climate, school-parent communications, parents as collaborators, participative decision-making, outreach to all families, active encouragement by school administrators, and volunteer participation by parents and community. Key parent roles are as communicator, supporter, learner, teacher, and advisor/advocate. Teachers must take the initiative and be willing to reach out to parents. Principals must be willing to support the program and work with both teachers and parents. This report describes actions and activities for parents, teachers, and principals to fulfill their roles in the model, and outlines the first steps in a parent involvement program. Extensive appendices contain questionnaires, checklists, and worksheets for parents and teachers to use for parent-teacher conferences, parent observations of school and classroom, and home visits; homework tips for parents; telephone tips for teachers; suggestions for using volunteers; and additional resources. (SV)

ED 329 409 RC 018 023

Harned, Catherine

Describing Rural Primary and Secondary Education: The Role of State Education Agency Information.

North Central Regional Educational Lab., Elmhurst, IL.; Northern Illinois Univ., De Kalb. Center for Governmental Studies.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 22p.; One in a series of reports in NREL's Rural Education Program.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Information; Database Design; *Databases; *Data Collection; *Elementary Secondary Education; *Information Management; Information Needs; Information Transfer; *Rural Education; School Districts; State Departments of Education

IDENTIFIERS- *Common Core of Data Program

By examining large, computer-readable databases at the federal, regional, and state level, this report addresses the degree to which data collected by the state education agencies can be used to describe the condition of rural education. The states covered in this report are Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Nationally, the National Center for Education Statistics' Common Core of Data and the Schools and Staffing Survey provide comparable state, multistate or regional, and national information on schools, students, teachers, and administrators. These databases do not include information on curriculum and transportation. Each of the seven states in the report have unique data systems and collect different data elements that do not allow for developing a multistate regional picture. Data flow in state education agencies is decentralized, traveling from the school or district level to a regional education service area, and then to the state education agency. The flow of data back to the local education agencies is limited. Pupil accounting systems, if implemented, use the student as the unit of analysis from which state reporting requirements can be drawn. These systems are interactive with the state education agency and other local education agencies. There is a pressing need for research on and development of an information management system. A clearinghouse on rural education databases was considered but determined to be premature at this time. (KS)

ED 329 475   SO 021 159

Attacks on the Freedom To Learn: People for the American Way 1989-1990 Report.

People for the American Way, Washington, DC.

PUB DATE- 90

NOTE- 108p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Academic Freedom; *Censorship; Elementary Secondary Education; Freedom of Information; Freedom of Speech; Instructional Materials; Moral Issues; National Surveys; *Public Schools; Reading Materials; Social Problems; State Church Separation

An annual state-by-state survey of censorship and other challenges to public education is covered in this report that is intended to provide a representative snapshot of the incidents, not a comprehensive picture. Two types of activity are listed: ''challenges to instruction''--attempts to remove or restrict literature, instructional materials, activities, and programs currently part of the school curriculum--and ''other incidents.'' This second category includes incidents illustrating other pressures being brought to bear on the schools, among them, attacks on programs and curricular materials under consideration for adoption, activities that raise church-state separation issues, and controversies dealing with freedom of the press for student newspapers. The report found that 244 incidents occurred in 39 states and every region of the country. The survey produced six main findings: (1) attacks continue to esculate against materials that are not required reading; (2) there was a resurgence of Far Right activity, primarily in the West; (3) the sectarian campaign to water down the teaching of evolution continues; (4) swear words, satanism, and sex in books were used to justify their removal from the school; (5) sex education and Acquired Immune Deficiency Syndrome (AIDS) instruction continue to come under attack; and (6) when schools are prepared for attack, censors' success rates drop. State-by-state incidents reports comprise the majority of the document. (DB)

ED 329 509 SP 030 997

Porter, Andrew C.

External Standards and Good Teaching: The Pros and Cons of Telling Teachers What To Do. Occasional Paper No. 126.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 88

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Educational Principles; Educational Quality; Elementary Secondary Education; *Instructional Effectiveness; Participative Decision Making; *Personal Autonomy; *State Standards; Teacher Attitudes; *Teacher Effectiveness; *Teacher Participation

Telling teachers what to do through state and district standard-setting policies is seen as antithetical to empowered teachers and a strengthened teaching profession. Policies for empowering teachers are less well articulated; teacher autonomy is often thought to be the automatic product of an absence of external constraints and guidelines. An analysis is provided of whether good teaching of worthwhile content to all students is better served by standard-setting initiatives or through leaving teachers alone. The challenge is to set standards which guarantee good teaching of worthwhile content to all students. To do this will require standard-setting activities which preserve, or strengthen, the responsibility that teachers and students accept together for student learning. One way to do this might be to shift external standard setting away from reliance on rewards and sanctions and toward reliance on authority. External standard-setting activities would become matters of persuasion, not issues of compliance. The key seems to be involving teachers seriously in the business of setting standards for student achievement. Through teacher participation the standards would take on authority; teachers themselves would be telling teachers what to do. (Author/JD)

McBay, Shirley M.
The Racial Climate on the MIT Campus. A Report of the Minority Student Issues Group.
Massachusetts Inst. of Tech., Cambridge.
PUB DATE- Sep 86
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; *College Environment; Higher Education; Minority Groups; *Racial Bias; *Racial Relations; Self Evaluation (Groups); Services; *Social Experience; Social Support Groups; Student Adjustment; *Student Attitudes; Surveys
IDENTIFIERS- *Massachusetts Institute of Technology

This report examines the racial climate on the Massachusetts Institute of Technology (MIT) campus and makes a series of recommendations for improvements in several areas. It reveals evidence of racial and other problems on the MIT campus through information gained in two surveys: The 1984 Quality of Student Life Survey, and the 1985 Black Alumni Survey. Among the areas discussed are the following: (1) an overview of the survey's findings; (2) the confidence, preparation, and adjustment experienced by black students; (3) perspectives of the living group experience of black students; (4) perspectives on the learning environment; (5) support programs for black students; and (6) general observations of the black experience on campus. The report also explains some of the actions taken, or that are being planned, by the Minority Student Issues Group (MSIG) and MIT. Finally, recommendations are presented covering the areas of equal opportunity responsibility, the hiring of minority faculty, and promotion of pluralism. Appendices include the chronology of the MSIG organization, the response demographics of the 1984 Quality of Student Life Questionnaire, and methods and sample information of the 1985 Black Alumni Survey Instrument. (GLR)

ED 329 350 PS 019 455

Grose, Carolyn, Ed.; Kyle, John E., Ed.
Ways and Means for Children and Families. Local Officials Guide.
National League of Cities, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 158p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administration; *Community Role; *Family Programs; *Federal Aid; Fund Raising; Guidelines; Local Government; Private Financial Support; *Social Services; *State Aid
IDENTIFIERS- Customer Relations; Customer Services; Human Service Brokers

This guide reviews resources local officials can use to improve institutional services for children and families, and offers procedural advice. Chapter 1 examines the role of municipal government in providing human services and identifies two roles local government has in delivering these services: broker and administrator. Chapter 2 examines major federal programs that local officials can tap to fund local programs for families and children. Chapter 3 reviews the range of state sources of support for programs affecting children and families. Chapter 4 describes the role of private funding for local programs, demonstrating ways in which city officials can act as brokers with private funders in order to secure resources for funding and improve human services delivery. Chapter 5 describes the municipality as a service provider and its residents as customers. The chapter also reviews ways in which cities and towns can satisfy customers without spending money. Chapter 6 examines ways municipalities can generate funding by reorganizing budgets and generating revenues. Chapter 7 describes the administrative structure needed if city halls are to raise funds for families and children. The chapter includes a section on ways to make and maintain contacts with potential funders and a guide to writing a grant proposal. Appendices provide ideas and resources for specific programs and projects and suggestions for reading and contacts. (RH)

ED 329 424 SE 051 078

Mayer, William V., Ed.; Bennetta, William J., Ed.
Bookwatch: A Candid Review of Science Textbooks. Volume I, February-December 1988.
National Center for Science Education, Inc., Berkeley, CA.
PUB DATE- 88
NOTE- 33p.; This collection excludes issue 5, which is a special edition and not included in the yearly series.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biological Sciences; *Biology; *Book Reviews; Earth Science; *Science Curriculum; *Science Materials; Secondary Education; Textbook Content; *Textbook Evaluation; *Textbooks; Textbook Selection

Each issue in this set of newsletters is devoted exclusively to reviews of a science textbook. Each text is reviewed by two scientists and one science educator. Textbooks reviewed by issue are: (1) "Scott, Foresman Biology" (1988); (2) "Heath Life Science" (1987); (3) "Prentice-Hall Biology" (1987); (4) "Scott, Foresman Life Science" (1987); (5) "Heath Earth Science" (1987); (6) "Prentice-Hall Life Science" (1988); (7) "Holt Modern Biology" (1989) and (8) "Merrill Biology" (1988). (YP)

ED 329 456 SO 021 105

Gleeson, Kristin Brownsey
The Minister's Right Arm: The Role of Women's Missionary Societies in the Presbyterian Church.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Programs; Church Workers; Females; Protestants; Religion Studies; Religious Cultural Groups; Religious Organizations; *Social Change; Social History; United States History; *Womens Studies
IDENTIFIERS- *Missionaries; *Presbyterian Church

The largest mass women's movement of the 19th century was the women's mission movement. Initially, in the early 1800s, the concerns the mission societies addressed were mainly parochial, such as raising money to support young men in their theological studies. Gradually, women's mission societies began expanding their interests to a more public realm. These interests included providing funds and goods to be used by specific missionaries and missionary wives whom each group sponsored. The mission societies grew in size and sophistication of structure as the century progressed; and, correspondingly, the interests of the societies increased in scope and their influence on the church grew. Women's mission societies became very interested in the work of missionaries in foreign lands; they sought to provide financial, emotional, and spiritual support. Through this work, women's missions helped to broaden and educate the cultural perceptions of small towns in the United States. By the end of the nineteenth century, women's mission societies had formed elaborate structures including the regional boards that covered the United States. Although the women involved in the mission societies may not have pressed the case for equality as women of the 20th century did, their contributions and experiences were important in helping to shape the future of U.S. women as they functioned with increasing competence, confidence, and ability outside the home. (DB)

ED 329 526 SP 032 916

Berney, Mary F., Ed.; Ayers, Jerry B., Ed.
Evaluating Preparation Programs for School Leaders and Teachers in Specialty Areas.
PUB DATE- 90
NOTE- 152p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Education; Art Teachers; Elementary Secondary Education; Higher Education; Librarians; Music Teachers; Physical Education Teachers; *Preservice Teacher Education; *Program Evaluation; School Administration; School Counselors; School Psychologists; *Schools of Education; Special Education Teachers; *Teacher Education Programs; Vocational Education Teachers

This book is a guide to evaluating the educational programs for preparation of school administrators, school counselors and psychologists, school library media specialists, vocational education teachers, special education teachers, health and physical education teachers, and music and visual arts education teachers. It is a practical guide to the evaluation of preparation programs for school leaders and teachers in specialty areas who support regular classroom teachers. It provides a framework for the implementation of the Accreditation Plus Model in specific advanced and specialty area preparation programs. Each chapter was developed and written by an individual or pair of authors with expertise in evaluation and knowledge about the specific areas being considered. (JD)

ED 329 105 FL 019 015

Strauss-Sotiropoulos, Carol
Loosening the Leash on Writing: The Adult Language Learner.
PUB DATE- Oct 89
NOTE- 13p.; In: Fryer, Bruce T., Ed.; Medley, Frank W., Jr., Ed. Perspectives and Horizons. Dimension: Languages 89. Report of Southern Conference on Language Teaching.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Students; *Andragogy; Classroom Techniques; Educational Strategies; German; Introductory Courses; Second Language Instruction; *Student Motivation; *Writing Instruction; Writing Processes

Through classroom observation and examination of literature on adult learning, second language teachers can learn to adapt teaching styles to adult needs. Research on maturation suggests that in course planning and teaching, adults should be included in formulating learning objectives and designing learning experiences, taught to exploit their own experiences as resources for learning, and helped to apply new learning to their experiences. When adult language learners indicate writing as a goal, teachers should accommodate them. Modeling strategies used in English writing workshops can establish a conducive climate to help minimize linguistic problems. Pre-writing techniques such as list-making and oral brainstorming are appropriate for beginning second language learning. After the initial period of invention, focus turns to correction and revision. In-class writing tasks with the teacher providing brief, spontaneous conferences provide individualized and immediate feedback. The technique of focus correction encourages the instructor to focus on specific writing problems rather than noting all errors in a written piece. In addition, instruction should deemphasize processing of large amounts of new information and emphasize tasks requiring integration, interpretation, and application of knowledge. In their eagerness to express themselves and gain mastery, adult learners challenge themselves to promote effective experiences. A 32-item bibliography is included. (MSE)

ED 329 232 IR 014 876

Woodruff, Ernest; Heeler, Phillip
A Study of the Use of Interactive Videodisc Technology To Present Aural Tests to College Music Appreciation Students.
PUB DATE- 90
NOTE- 15p.; In: Ellis, Edwin, Ed. National Educational Computing Conference Proceedings (11th, Nashville, TN, June 25-27, 1990) p. 306-309, see IR 014 875.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Auditory Stimuli; College Students; *Computer Assisted Testing; Educational Objectives; Higher Education; Individualized Instruction; *Interactive Video; *Listening Skills; Music Appreciation; *Music Education

The effect of the use of interactive videodisc technology to present aural tests was studied in the context of college music appreciation classes. Both experimental and control groups were given study guides that identified the aural objectives for each test and specified the location of the musical examples that were to be used to illustrate the objectives. The experimental group was required to take aural tests on each unit in a supervised computer laboratory where a workstation consisting of a computer terminal connected to an interactive videodisc player was housed. The control group did not take the computer-administered aural tests. The effect of the computer-administered aural tests was measured by scores on unit exams taken in the classroom. A significant superiority was found in the scores on unit exams taken by the experimental group. It was concluded that under the conditions of the experiment, there was a significant advantage in requiring the taking of the computer-administered tests. It is noted that even though the video component of the videodisc player was not used, the videodisc technology was more cost effective to obtain and use, and provided more advantages, than the alternative compact disc technology. It is further noted that the individualized instructional method used in the study, Fred Keller's Personalized System of Instruction (PSI), was a significant factor in the increased achievement of the experimental group. (9 references) (Author/DB)

ED 329 265 IR 053 456

Thomas, Sarah E.
CatTutor: A Hypertext Tool for Catalogers.
PUB DATE- 90
NOTE- 6p.; Paper presented at the Annual Conference of the Society for Applied Learning Technology (6th, Orlando, FL, February 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Records; *Cataloging; *Computer Assisted Instruction; *Courseware; *Hypermedia; Librarians; Microcomputers; Postsecondary Education; Professional Training
IDENTIFIERS- Anglo American Cataloging Rules; Apple Macintosh; IBM Personal Computer; MARC; National Agricultural Library DC

CatTutor is an interactive tutorial for training catalogers in the descriptive cataloging of computer files. The program is comprised of a tutorial that allows the novice cataloger to build bibliographic records and that is linked through hypertext to key reference tools, including the Anglo-American Cataloguing Rules, the MARC format for computer files, and a glossary of relevant terminology. The project, initiated by the National Agricultural Library (NAL), is envisioned as a prototype that could be expanded to encompass other salient cataloging activities, such as the cataloging of other formats or the assigning of subject headings. Originally developed on the Macintosh and utilizing HyperCard, CatTutor is now being exported to the DOS environment. Product evaluation will be conducted in November 1990, and a final report will be issued in January 1991. (Author)

ED 329 292 IR 053 492

Clark, Collin, Ed.
California Library Statistics, 1990. Fiscal Year 1988-1989 Data from Public, Academic and Special Libraries.
California State Library, Sacramento.
PUB DATE- 90
NOTE- 247p.; Product of the Library Development Services Bureau. For the 1989 edition, see ED 315 076; for the accompanying directory, see IR 053 491.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Library Circulation; Library Expenditures; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; *Special Libraries; Two Year Colleges
IDENTIFIERS- *California

This report provides information that characterizes libraries in California, profiling each library within its appropriate library type, i.e., public, academic, special, state agency, and county law. The data were gathered through the annual report forms for fiscal year 1988-1989 that were returned by 866 libraries of an estimated total of 1,000 California libraries, excluding school libraries. Presented in the statistical tables are data on activities (e.g., interlibrary loans borrowed and lent, circulation, and total volumes); income; expenditures; staffing; and collections. These data are organized by library type and area population. Also provided is a state summary of library statistics for the fiscal year 1988-1989, plus the 2 preceding years. The data reported include total operating expenditures, salaries, library materials, full-time staff equivalents, total volumes, circulation, interlibrary loan (ILL) borrowings, ILL lending, and total number of reference questions answered during the year. A library index provides an alphabetical list of libraries by short form name with cross references to the full name and city of location. (MAB)

ED 329 381   RC 017 807

Grubis, Steve, Ed.; Rowe, Kaye, Ed.
Teaching in Rural Alaska: Journal of Applied Ambiguity. Volume 3, Number 1.
Alaska Univ., Fairbanks. Coll. of Human and Rural Development.
PUB DATE- 84
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Alaska Natives; *Classroom Techniques; Cross Cultural Training; Elementary Secondary Education; Humor; *Rural Education; Rural Schools; *School Community Relationship; Small Schools; Teaching Experience; *Teaching Methods
IDENTIFIERS- *Alaska

As a component of the University of Alaska's Cross-Cultural Orientation Program (X-COP), this journal provides a forum for rural Alaska teachers to share ideas and insights. Articles in this issue discuss: (1) the inadequacies of educational research for defining the essence of effective teaching; (2) making the classroom culturally compatible with the Yupik Eskimo community; (3) class activities and field trips concerned with water and water resources; (4) reducing snowmachine accidents; (5) organization and management techniques and teaching methods for the multigraded classroom; (6) developing relevant curriculum for rural Alaska schools through cooperative linkage of school districts and regional Native corporations; (7) problems encountered by rural teacher-counselors in preparing high school students for college admissions procedures; (8) changes in school-community relationships from the 1920s to the present on St. Lawrence Island (Alaska); and (9) reflections on a visit to a rural school on Cheung Chau Island (Hong Kong). This issue also contains poems, anecdotes, jokes, cartoons, responses to a survey of "X-COPers" on "What works" in the classroom, and lists of higher education contractors in Alaska and members of the X-COP network. (SV)

ED 329 439 SO 019 702

Claussen, Bernhard, Ed.
RCPE (Research Committee on Political Education Bulletin). No. 14-16, 1986.
International Political Science Association, Brussels (Belgium).
PUB DATE- Apr 88
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Curriculum Enrichment; Fantasy; *Fascism; Foreign Countries; Organization Size (Groups); Participant Characteristics; *Political Science; *Political Socialization; Social Studies; *Youth
IDENTIFIERS- *Europe; Italy

This bulletin, produced by Research Committee on Political Education (RCPE), contains three articles, two conference reports, book reviews, and membership information. "Fantasy and Vengeance: Observations on the Origins of Right-Wing Violence in Italy and in the United States" (L. Weinberg) examines the rise of neo-fascism in Italy and the United States and the formation of the U.S. group known as The Order of Brotherhood. Weinberg discusses the influence of fantasy fiction, written by William Pierce and J. R. R. Tolkien, on these organizations and compares the characteristics of Italians and U.S. citizens drawn to these groups. "The Political Socialization of Youth" (L. Boros; L. Keri) discusses this phenomena through social background, the internal processes, formal reinforcements, generational contradictions, and autonomy. "Proposals Concerning International Cooperation in the Field of Political Education" (H. Hooghoff) offers suggestions to improve the status and quality of political studies in Europe. The two conference reports contain a list of the four panels and 29 papers presented at the 1987 International Congress on Political Education (Villahermosa, Tabasco, Mexico) and 20 papers from the 1987 RCPE International Round Table Conference (Cologne, West Germany). (DJC)

ED 329 138 FL 800 294

Seaman, Don F.; Cuellar, Sylvia
The Houston Community College Eligible Legalized Alien Program.
Evaluation Program. Evaluation Report.
Texas A and M Univ., College Station. Texas Center for Adult
Literacy and Learning.
PUB DATE- Sep 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Education; *Citizenship Education; Civics; Community Colleges; Curriculum Design; *English (Second Language); Enrollment Rate; *High School Equivalency Programs; Hispanic Americans; Inservice Teacher Education; *Literacy Education; Newspapers; Postsecondary Education; Program Descriptions; Program Effectiveness; Program Evaluation; Second Language Programs; Student Attitudes; *Student Characteristics; Teacher Qualifications; Television; *Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986

The Houston Community College (Texas) program (TOTAL ACCESS) designed in response to the Immigration Reform and Control Act of 1986, is described and evaluated. The program offers classes to eligible aliens (97% Hispanic Americans from Mexico, El Salvador, and Guatemala) wishing to pursue the educational program required for legalization. Program components include English as a Second Language and citizenship instruction, basic literacy, and high school equivalency. This report describes the curriculum; the need for and nature of the program; initial evaluation activities; evaluation data (including enrollment, effect on television viewing for literacy, and use of the local newspaper for literacy lessons); attainment of specific program objectives; student demographic data (previous place of residence, age, birthplace, gender, length of residence in Houston, occupations, marital status, children, educational background); teacher data (background, credentials); student values, goals, and expectations; and inservice staff development. Summary observations of the program and recommendations for improvement are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 329 170 HE 024 282

Rabitoy, Neil
Cross-Cultural Perspectives in the Curriculum. Academic Challenges.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- Oct 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Cross Cultural Studies; *Cultural Education; *Curriculum Development; Ethnic Studies; Higher Education; Program Evaluation; Student Needs
IDENTIFIERS- *California State University

This booklet evaluates 13 cross-cultural education projects that were initiated at California State University campuses. The projects all strived to incorporate into the curriculum and educational environment more scholarship on ethnic studies and a greater sensitivity to the values and needs of minority cultural groups. Among the findings of the evaluation were the following: (1) the kind of curricular reform required in order to establish a cross-cultural emphasis in the college curriculum requires substantial time to implement; (2) projects of this type require strong yet sensitive leadership and genuine administrative support; (3) the most effective curricular reform was that aimed specifically at the disciplines as opposed to introducing reform into the entire university curriculum; and (4) to be truly effective, curricular reform efforts must meet the needs of the faculty, and the faculty must be given the tools with which to implement changes. Contains 5 references. (GLR)

ED 329 185 HE 024 301

d'Ivernois, J.-F.; Vodoratski, V.
Multiprofessional Education of Health Personnel in the European Region. Proceedings of a WHO Meeting on Study for Analysing Multiprofessional Training Programmes and Defining Strategies for Team Training (Copenhagen, Denmark, March 5-7, 1986).
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
PUB DATE- 88
NOTE- 137p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Foreign Countries; *Health Education; *Health Personnel; Health Programs; Health Services; Higher Education; *Interdisciplinary Approach; *Primary Health Care; *Professional Education; *Teamwork
IDENTIFIERS- Belgium; Finland; France (Paris); Greece; Sweden; United Kingdom; USSR; World Health Organization European Region; Yugoslavia

The report presents the proceedings of a 1986 World Health Organization meeting on multiprofessional training programmes (emphasizing an interdisciplinary team approach) for health personnel in Europe. Presented first is an overview of the topic which covers: (1) purposes and definition of multiprofessional education; (2) current trends and achievements in the field of multiprofessional education and team training of health students, including the advantages of, ways and means of implementing such training programmes, and constraints and difficulties in implementation; and (3) needs and approaches for the promotion of multiprofessional education. The major portion of the document consists of 11 annexes including case studies analysing multiprofessional education and training programmes for the health professions. These cover the following European countries: Belgium, Finland, France (Paris), Greece, Portugal, Sweden, United Kingdom, the Soviet Union, and Yugoslavia. Also included is a list of conference participants and contributors. (LPT)

ED 329 201 HE 024 332

Academic Program Evaluation in California, 1988-89: The Commission's Fourteenth Annual Report on Program Planning, Approval, and Review Activities. Report 90-17.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 90
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Accountability; Accreditation (Institutions); College Outcomes Assessment; Community Colleges; Cooperative Programs; *Educational Planning; *Evaluation Methods; *Higher Education; Policy Formation; *Program Evaluation; Research Universities; State Programs; Two Year Colleges
IDENTIFIERS- *California

This report reviews California higher education academic program evaluation activities from July 1988 through June 1989. An introductory chapter discusses the meaning and purposes of program evaluation, accreditation, and outcomes assessment at institutional and state levels and the Commission's role. The second chapter reports on planning for new academic programs including planning procedures of universities and community colleges, Commission review of projected programs, trends in projected programs, and an examination of the adequacy of current procedures. The third chapter identifies proposals for new programs in 1988-89, while the fourth describes the review of existing academic programs. Thirteen recommendations address program planning, program approval, program review, and general concerns. Nine appendixes present administrative forms and data on the following: undergraduate degree programs in California's regionally accredited independent institutions; University of California campus review processes for developing annual 5-year projections of new programs; University of California proposed organized research units and multi-campus research units; projected programs; and review of existing programs. Includes 11 references. (DB)

ED 329 216 IR 014 854

Holmberg, Borje
The Concept, Basic Character and Development Potentials of Distance Education.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- Curriculum Development; *Distance Education; *Educational Methods; Higher Education; Independent Study; Nontraditional Education; *Personal Autonomy; Student Participation; Student Responsibility; Teacher Student Relationship

Distance education may be considered in two ways: (1) as a substitute for conventional, face-to-face education; and (2) as a mode of education in its own right. Those who view distance education the first way treat students as members of a class and include a fixed schedule of classes, assignments, and course duration. Those viewing distance education the second way address individual students (not classes) and adapt educational activity not only according to geographical conditions, but also to periods and length of study acceptable to students, student work and family conditions, and student goals. Within the view of distance education as a mode of education in its own right exists the paradoxical combination of mass communication and individualization. This paradox must be kept in mind when considering further development of subject matter, target groups, and methodology in distance education. The development of methodology that strengthens students' autonomy and independence, and that encourages student participation, interaction with the teacher, and responsibility for their own learning, is of primary importance in distance education. (28 references) (DB)

ED 329 320 JC 910 159

Silvers, Philip J.

Utilization of Associate Faculty at Pima Community College: A Report on Surveys of College Associate Faculty and Department Heads.

Pima Community Coll., Tucson, AZ. Office of Research and Planning.

PUB DATE- 31 Jul 90

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adjunct Faculty; *Administrator Attitudes; College Faculty; Community Colleges; *Department Heads; Employment Practices; Faculty Workload; *Part Time Faculty; Questionnaires; *Teacher Attitudes; Teacher Behavior; *Teacher Employment; Teacher Orientation; Two Year Colleges; Working Hours

In 1990, a study was conducted of Pima Community College (PCC) associate (i.e., part-time) faculty and department heads to determine current practices and perceptions regarding the utilization of part-time faculty. Questionnaires were mailed to 1,500 faculty members and 65 department heads. Highlighted findings, based on a 51% response rate from the part-time faculty and a 59% response rate from the department heads, included the following: (1) half of the part-time faculty indicated that they were available to teach in the mornings and afternoons, nearly half were available on weekdays and over half could teach at any location; (2) 69% of the faculty respondents reported attending an associate faculty orientation session, while 6.3% were unaware of the existence of such an orientation; (3) the typical faculty respondent had at least 10 years of directly related work experience; (4) courses most frequently taught by associate faculty were math, writing, and computers; (5) 18.9% of the faculty respondents reported that their PCC position was their only job; (6) 56% of the faculty respondents indicated that they would apply for a full-time position in their subject area if one were to become available; (7) 93.9% of the department heads rated part-time faculty orientation as excellent or acceptable; (8) 91.7% rated support services as excellent or acceptable; (9) 39% cited low pay as the probable reasons for associate faculty declining job offers at PCC; and (10) 39.5% of the responding department heads cited another job as the main reason why part-time faculty stop teaching. The survey instruments and cover letters, and selected open-ended comments from department heads are appended. (JMC)

ED 329 335 PS 019 347

Child Care Qualifications Review of Canadian and Selected International Jurisdictions.

Ontario Ministry of Community and Social Services, Toronto.

PUB DATE- Oct 90

NOTE- 56p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Child Caregivers; Comparative Analysis; *Credentials; *Day Care; Elementary Education; *Federal Legislation; Foreign Countries; Global Approach; Preschool Education; *Teacher Education

IDENTIFIERS- Canada; France; *Ontario; Program Characteristics; Sweden; United Kingdom

To determine whether Ontario could profit from others' experience in addressing the training needs of child care staff, a comparative review was made of child care training in other national and international jurisdictions, including territories in Canada, Sweden, Great Britain, and France. The following issues were reviewed: critical aspects of child care: the scope and range of legislation; the qualification, or training, programs for child care staff; and the equivalency processes that have been established for individuals with foreign or alternative credentials. In addition, training programs were compared on elements described by child care specialists in Ontario as "essential components" of a child care training program. Methods of data collection included a literature review, archival research, key informant interviews, and focus group discussions. Information regarding legislation was gathered through interviews with directors of provincial/territorial day care offices, key informants, and, when possible, a review of the actual legislation. The "essential components" of child care training programs were developed through three focus groups and a key informant interview with Francophone representatives. Similarities and differences among the jurisdictions are discussed. An appendix lists persons to contact for information about child care in each jurisdiction. (RH)

ED 329 425 SE 051 236

Caduto, Michael J.; Bruchac, Joseph
Keepers of the Earth. Native American Stories and Environmental Activities for Children and Keepers of the Earth--Teacher's Guide.
PUB DATE- 88
NOTE- 272p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indian Literature; American Indian Studies; Conservation (Environment); Elementary Education; *Environmental Education; *Instructional Materials; *Legends; Mythology; North American Literature; Outdoor Education; Science Activities; Science Education; Science Materials; Story Telling; Values Education

When children are allowed to experience stories and activities that help them to care for, and take care of other people and the Earth, they develop a conservation ethic. A collection is presented of carefully chosen North American Indian stories and hands-on activities that promote understanding and appreciation of, empathy for, and responsible action toward the Earth and its people. The book is divided into two parts. Part 1 offers thoughts and suggestions for facilitating the use of stories and activities. Part 2 includes 21 stories and legends on 10 different topics. The stories are designed to be used as introductions to the subjects explored in the activities. Each story is followed by a section that summarizes the story and a discussion section that provides background information on the topics it introduces. Relevant questions bridge the stories and activities. Chapters end with suggestions for extending the experience. Each activity is keyed by its objectives and the location for the activity. In addition, goals are explicitly stated, and detailed procedures are given. Topics considered include: (1) "Creation"; (2) "Fire"; (3) "Earth"; (4) "Wind and Weather"; (5) "Water"; (6) "Sky"; (7) "Seasons"; (8) "Plants and Animals"; (9) "Life, Death, Spirit"; and (10) "Unity of Earth." The accompanying Teacher's Guide expands, in chapter 1, on the educational philosophy linking the telling of Native American stories with experiential environmental activities. The tenets of environmental education and their synthesis with the study of native cultures, teaching positive social and environmental skills, and a look at several ongoing programs that use this approach are discussed. In chapter 2, traditional stories are placed in the context of their native American cultures, past and present. How the stories are used for teaching, entertaining, disciplining, and praying is described in a discussion which focuses on traditional story-telling techniques. Suggested readings are included for each of the chapters in the book with separate recommendations for children and for adults. Eighty-three additional resources are divided into four categories: environmental studies, story telling, values education, and North American Indians. (CW)

ED 329 493 SO 030 037

Positive Images of Women. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 89
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Curriculum Development; Educational Resources; Elementary Secondary Education; *Females; Films; Foreign Countries; Human Dignity; Instructional Materials; *Nonprint Media; Role Models; Social Studies; Videotape Recordings
IDENTIFIERS- Manitoba

This annotated bibliography lists non-print resources available to teachers for use in the classroom, with colleagues, or in the community. The bibliography provides teachers with information about readily available resources for exploring the role of women in society. Many items can be integrated into existing curriculum areas to provide a more balanced portrayal of women's contributions and concerns. Some are appropriate for professional development in-service programs for educators or for presentation to parents and the community. Films and videos are organized alphabetically, by title, and into sections indicating suitability for use at the early years level (kindergarten to grade 4), middle years level (grades 5-8), and senior high level (grades 9-12). Films and videos also are listed by topical classification. Most items listed are available for direct loan to K-12 teachers through the Manitoba Education and Training Library. (DB)

ED 329 510 SP 031 223

Wood, Jane H.; Wood, Peter H.
Student and Advisor Attitudes toward Academic Advisement.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Advising; *Career Choice; College Curriculum; Course Evaluation; *Faculty Advisers; Higher Education; Secondary Education; *Student Attitudes; Student College Relationship; Teacher Attitudes

Three separate but similar questionnaires were mailed to faculty advisors, to secondary education majors, and to nonsecondary education majors in the College of Education and Allied Professions at Bowling Green State University. The majority of each group identified assistance with courses and scheduling at the advisors' most important function. Assistance with career exploration was the second most important function, followed by assistance with choices of major and minors. Help with personal problems, study skills, or red tape were perceived by all to be much less important. The considerable majority of all groups agreed that advisors were effective, helpful, knowledgeable, good listeners, available and relaxed in the advisement situation. All advisors judged the Program Advisement and Teacher Certification Office personnel effective and helpful. The majority of students but only a third of the advisors favored evaluating faculty advisors. Secondary students have two separate advisors, and the majority favored this dual advisor system. More students found their advisors helpful in a range of functions than was true 10 years ago (in a similar 1980 survey). The opinion survey instrument is appended. (Author/JD)

ED 329 122 FL 019 094

Cooney, Barbara Leigh
Teaching English to Speakers of Other Languages: State of the Profession.
PUB DATE— Jul 90
NOTE— 19p.
LANGUAGE— English
EDRS-PRICE— EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE— Journal Articles (080) P
DESCRIPTORS— Educational History; *English (Second Language); *Language Teachers; Professional Associations; *Professional Development; Public Opinion; Scholarly Journals; Second Language Instruction; *Specialization; *Teacher Qualifications
IDENTIFIERS— *Professionalism

Great strides have been made in the profession of teaching English to speakers of other languages (ESOL) during its first two decades. This is evidenced by the scope of exchange at annual professional association meetings, annual conferences of affiliate organizations, and publication of newsletters and journals. Professionals are actively continuing the process of defining guidelines and criteria. Professionalization has evolved primarily inward, through peer interaction, first on pedagogical concerns and then on employment and professional standards, continued research, recognized standards, and instructional programs. In the future, the process of professionalization will gradually increase its outward focus by creating public awareness of the value of professionals in an ESOL program. External recognition and acceptance are vital to the completion of the evolutionary process of professionalization of the ESOL field. Recognition will benefit all, especially students. (MSE)

ED 329 154 HE 023 861

Trends in Student Aid: 1980 to 1990. Update.
College Board, Washington, DC. Washington Office.
PUB DATE- Aug 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Data Collection; *Family Income; *Federal Aid; Higher Education; Information Sources; *Paying for College; Postsecondary Education; *State Aid; Statistical Data; *Student Financial Aid; *Student Loan Programs; Trend Analysis

This report provides the most recent and complete statistics available on student aid in the 1980s. It revises figures presented earlier for the 1980s and, for the first time, gives estimates for academic year 1989-90. The data series upon which the report is based is intended to provide comparable statistics over time for the major providers of student aid in postsecondary education: the federal government; state governments; and the educational institutions themselves. To assist in trend interpretation, all data are in constant (adjusted for inflation) dollars, as well as current dollars. Tables 1 to 8 provide a variety of statistics on student aid, family income, and college costs in the 1980s. Appendix tables A and B provide basic program statistics for all years in the data base since 1963-64; this is to assist in calculating trends over longer periods other than those described in this update. Also included are a list of data sources. (GLR)

ED 329 249 IR 014 914

Bradshaw, Dean H.; Chow, Stanley H. L.

Spreading the Benefits of Audiographics Distance Learning. A Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE- Sep 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Aids; Computer Graphics; *Computer Networks; *Distance Education; Facsimile Transmission; Guides; High Schools; *Information Dissemination; *Pilot Projects; Program Implementation; *Rural Schools; State Departments of Education; Technical Assistance; *Telephone Communications Systems
IDENTIFIERS- *Audiographics; Utah

The audiographics distance learning system (ADL) was piloted by Far West Laboratory (FWL) in 1987-1989 at four school districts in the Great Basin region of Utah. This project was designed to: (1) further develop ADL planning materials for rural schools; (2) disseminate information about ADL to regional and national audiences; and (3) provide ADL assistance to rural schools and agencies. Audiographics distance learning is a system that uses the telephone, computer networking, and telefax transfer of materials to connect students in one or more secondary schools with a teacher in another school, creating interactive classroom instruction. Students and teachers communicate through audio as well as computer graphics modes. For the duration of the project, FWL staff, in coordination with the Utah State Department of Education, demonstrated the system with live hook-ups at seven regional and national conferences. In addition, FWL staff consulted with over a dozen rural agencies interested in ADL and evaluated their response to the presentations. This report, which covers activities from October 1, 1989 through September 30, 1990, provides an overview of the project which covers the need for such programs, the technology and how it is used, the pilot tests, and the development of a multimedia implementation resource unit for use by rural schools in planning and implementing an audiographics system. Results of evaluations of the Audiographics Handbook and ADL demonstrations and presentations are provided, as well as a list of agencies and institutions that sought counsel/technical assistance from FWL staff. The review form for the handbook is appended. (DB)

ED 329 366 PS 019 489

Bronson, Martha B.

Longitudinal Evaluation of a Collaborative Public School and Day Care Intervention Program in Preschool and Kindergarten.

PUB DATE- Apr 91

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, ''Papers Presented at...'' (150)

DESCRIPTORS- Classroom Observation Techniques; Classroom Research; Comparative Analysis; *Day Care; Early Childhood Education; *Early Intervention; *Interpersonal Competence; *Kindergarten; Longitudinal Studies; *Mastery Learning; Minority Groups; Program Effectiveness; Program Evaluation; *Public Housing; Public Schools; Working Class

IDENTIFIERS- Massachusetts (Boston)

A collaborative day care and public school kindergarten intervention program for children in several public housing projects in Boston was evaluated by means of the Bronson Social and Task Skill Profile, a classroom observation instrument. This instrument has categories that measure behaviors related to competence in carrying out social interactions and mastery tasks. The intervention group, and comparison children from the same classrooms, were observed four times over a 2-year period--in the fall and spring of their pre-kindergarten and kindergarten years. Comparison children came from the same working class neighborhood as those in the intervention group, but had more economic advantages. Almost none were minority group members. Results demonstrated a progressive catch up effect in most observed behavior categories for the intervention group in relation to the comparison sample. Very poor performance by a few children who were eligible for the intervention but did not receive it further underlined the effectiveness of the intervention. The inclusion of both social and mastery categories in the observation instrument proved useful in providing information on areas of skill and weakness in the samples. (Author/RH)

ED 329 396 RC 018 007

Castle, Emery, Ed.; Baldwin, Barbara, Ed.
National Rural Studies Committee. A Proceedings (Cedar Falls, Iowa, May 17-18, 1990).
Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 90
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agriculture; Community Development; *Economic Change; Institutions; Labor Market; Leadership; Research Problems; *Rural Development; *Rural Economics; *Rural Education; Rural Family; Rural Sociology; Social Change
IDENTIFIERS- National Rural Studies Committee

From an interdisciplinary perspective, this proceedings of the National Rural Studies Committee examines how rural people, communities, and institutions have and are adapting to the enormous changes of recent decades, especially the 1980s. The specialized scholarly presentations cover such diverse issues as rural family, public policies, communities, social institutions, labor market, industrial development, natural environment and agricultural changes, rural education, and community leadership. The following titles and presenters are included in the proceedings: "Rural Families in Transition" (J. Jenson); "Dilemmas Confronting Rural Policies in the U.S." (L. Swanson); "Rural Communities in Transition" (S. Salamon and K. Davis-Brown); "Institutional Diversity and Rural Development in America" (R. Oakerson); "The Shape of the Center: Thoughts on Heartland" (W. Howarth); "Rural Labor Market Changes in the U.S." (G. Summers, F. Horton, and C. Gringeri); "The Nuts and Bolts of Subsidized Development: Industrial Homeworkers in the Heartland" (C. Gringeri); "An Emerging View of the Natural Environment: Implications for Rural Communities" (J. Ikerd); "Rural Education in a Period of Transition" (P. Nachtigal); "The Response of Public Institutions to the Changing Educational Needs of Rural Areas" (G. Pulver); "Tomorrow's Leaders Today: Redefining the Rural Community" (T. Borich and M. Foley). (KS)

to be premature at this time. (KS)

ED 329 410 RC 018 024

Lee, William B.

Cultural Differences and Decision Making: The Example of the Support to Primary Education Project in Cameroon.

PUB DATE- 22 Mar 90

NOTE- 13p.; Paper presented to the National Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150)

DESCRIPTORS- Communication Problems; *Cultural Differences; Decision Making; *Educational Development; Elementary Education; Faculty Development; Federal Aid; Foreign Countries; *Intercultural Communication; International Programs; Time Perspective

IDENTIFIERS- *Cameroon

Cultural differences contributed to the withdrawal of U.S. funding for the Support to Primary Education Project (SPE) in Cameroon, West Africa. The SPE proposed to increase the quantity and quality of primary school teachers and improve the skills of personnel responsible for supporting the teachers through technical assistance, training, and construction of school facilities. As third Chief of Party of the SPE project, the author observed cultural differences between the Americans in the USAID building and the Cameroonians in the Ministry of Education building: (1) Unlike the Cameroonians, the Americans observed strict working hours and their building was kept clean; (2) social relationships in the USAID building were informal (first name basis), whereas relationships in the Ministry of Education building were formal and revealed the hierarchy; (3) Cameroonians relied on an oral system of communication rather than a systematic paper trail; and (4) Cameroonian decision makers used polychronic time by which many topics are under consideration at the same time, while Americans use monochronic time where one focuses on a single issue. Also, different views on what is ''a long time'' resulted in the U.S. withdrawal of funds. The Cameroonians did not adhere to their portion of the agreement within what the United States perceived to be ''ample time,'' although the Cameroonians had every intention of eventually following through. The Mission Director's tactful (American) way of explaining the withdrawal of funds, was misinterpreted by the Minister of Education, resulting in a feeling of betrayal on both sides. Future projects should plan programs to help both parties deal with cultural differences. (KS)

ED 329 476 SO 021 160

Hardesty, Carolyn, Ed.
Early Explorers.
Iowa State Historical Society, Iowa City.
PUB DATE- Sep 90
NOTE- 33p.; For related documents, see ED 320 822, ED 319 641, ED 314 356, ED 314 306, ED 309 131, and ED 306 171.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Childrens Literature; Elementary Education; Geography; History Instruction; Instructional Materials; Learning Activities; Maps; *Social Studies; *State History; United States History
IDENTIFIERS- *Explorers; Iowa

This issue of a magazine of Iowa history for young people focuses on early explorers and combined learning activities with informative articles. Sections in this issue include: ''Where? What? Who?''; ''Maps--long ago and recent''; ''Every map answers at least two questions: Where? What?''; ''Jolliet and Marquette''; ''Match the maps''; ''Louisiana Purchase''; ''Lewis and Clark''; ''Zebulon Pike''; ''Rosie's Maps''; and ''Where were the women explorers?'' There is also a map of the United States as seen from Canada with ''can you find'' questions, a student history makers section, a section of answers; and ''a history mystery.'' (DB)

knowledge about the specific areas being considered. (JD)

ED 329 527 SP 032 917

The Teacher Today: Tasks, Conditions, Policies.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- 90
NOTE- 122p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Foreign Countries; *Professional Recognition; Research Utilization; Teacher Education; Teacher Student Ratio; Teacher Supply and Demand; *Teaching (Occupation); *Trend Analysis
IDENTIFIERS- *Organisation for Economic Cooperation Development

This report presents some of the principal policy issues and relevant international evidence concerning teachers and teaching today. Throughout, it highlights the interplay between professional demands, competence, and recognition, drawing attention explicitly to the interconnectedness between different aspects of teaching policies. Chapter 1 deals with teaching in the political context of diverse countries. Chapter 2 provides an overview of some key facts and developments concerning teachers in the Organisation for Economic Co-Operation and Development (OECD) countries. Chapter 3 addresses various aspects of the professional character of teaching. It discusses the closely related aims of improving the attractiveness of teaching and of maintaining and increasing teacher supply, with reference to concrete trends and examples. Chapter 4 focuses on the activity of teaching itself through selected research findings and policies, and generalizes beyond specific educational settings or new curricular demands. Chapter 5 identifies a number of specific challenges now confronting teachers in many OECD countries. Chapter 6 presents an overview of the problems of teacher status and rewards and discusses new demands facing the profession. (JD)

ED 329 217 IR 014 856

Craig, R. Stephen

A Content Analysis Comparing Gender Images in Network Television Commercials Aired in Daytime, Evening, and Weekend Telecasts.

PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Advertising; Audience Analysis; Content Analysis; Sex Differences; *Sex Stereotypes; *Television Commercials; Television Viewing

A content analysis comparing gender portrayals in 2,209 network television commercials was conducted. Many earlier studies treated television advertising's portrayal of men as unproblematic and excluded ads aimed specifically at men from the study sample. To address this shortcoming, the sample was chosen from three different day parts: (1) daytime, when women make up the majority of the audience and are the primary target for advertisers; (2) evening prime time, when the sex of audience members is more evenly distributed; and (3) weekend afternoon sportscasts, when men make up a large percentage of the viewing audience. Samples were analyzed on a number of factors including sex and age of the primary visual character; function of primary visual character as authority on or user of the product; role of the primary character; category of product such as food, body, or services; setting in which the product was portrayed; the reward promised by the product advertisement; and the sex and age of all other characters. The results indicate that there are large and consistent differences in the way men and women are portrayed in television commercials in the three day parts. Although ads in all day parts tended to portray men in stereotypical roles of authority and dominance, those on weekends tended to emphasize escape from home and family. The findings of earlier studies which do not consider day part difference may now have to be re-evaluated. A glossary of operational definitions used by the encoders is included. (22 tables, 63 references) (DB)

ED 329 233 IR 014 877

Bailey, Terry D.

The Superintendent's Perception of the Benefit of Instructional Technology in Virginia School Divisions.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 90
NOTE- 10p.; This report is based on a dissertation of the same title accepted by the faculty of the Curry School of Education, University of Virginia.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Administrator Attitudes; *Adoption (Ideas); *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Microcomputers; State Surveys; Superintendents
IDENTIFIERS- *Virginia

This report summarizes a study of Virginia superintendents, which was undertaken to determine their perceptions of instructional technology and the factors that facilitate or hinder the implementation of technology. A brief discussion of the survey mailed to 134 superintendents examines their attitudes on the: (1) usefulness of computers in education; (2) optimum ratio of computer to student; (3) computer technology usage for the sixth grade literacy passport program without the state initiative; (4) most important and positive factors in technology implementation; (5) negative factors and greatest hindrance in technology implementation; and (6) degree of educational excellence that will be brought about by technology. Results indicated that educational technologies and the necessary support as advocated by the Virginia Six-year Plan for Technology are considered to be highly useful by the superintendents. It is concluded that access by students to microcomputers, inservice teacher training in technology, and local division funding for technology are essential for successful technology applications. (2 references) (DB)

Seaman, Scott
In-House CD-ROM Publishing: A Feasibility Report.
PUB DATE- Oct 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Electromechanical Technology; *Electronic Publishing; Feasibility Studies; Information Dissemination; *Optical Data Disks; Publishing Industry; Reprography

As CD-ROM equipment and products proliferate, there is increasing interest in self-publishing CD-ROM disks. This paper outlines the steps and equipment involved in producing a CD-ROM premaster in-house. A significant portion of this document focuses on the process and feasibility of transferring existing print materials into CD-ROM format. Production of a compact disk is a three stage process involving premastering, mastering, and replication. Premastering, the most lengthy and expensive stage, involves transferring either printed or electronic text and graphics onto 9-track tape to provide input to the mastering process. Mastering transfers the information from that tape to a single "master" compact disk. Replication involves the creation of several stampers from the master and the production of duplicate disks. To contain costs and gain control over the publishing process, premastering is increasingly being done in-house on microcomputer-based turnkey CD-ROM premastering systems. Sophisticated image scanners are linked to the premastering hardware for input of print documents to the CD-ROM database. This document grew from a project at the National Center for Research in Vocational Education to develop a full-text CD-ROM product. The intent of the product was to index and provide full-text retrieval of the center's vocational education research. (7 references) (Author/MAB)

ED 329 281 IR 053 476

IFLA General Conference, 1990. Official Opening and Plenary Session; Open Forum on IFLA's Core Programmes; Contributed Papers Session. Booklet 0.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 90

NOTE- 110p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (56th, Stockholm, Sweden, August 13-17, 1990). Booklet 0 papers are followed by additional Core and Plenary Session addresses and papers. For an English translation of the paper by Richer, see IR 053 485.

LANGUAGE- English; German; French

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; Databases; Developing Nations; Foreign Countries; *Illiteracy; *Information Transfer; International Organizations; Librarian Attitudes; Library Role; Library Services; National Libraries; *Preservation; Public Libraries

IDENTIFIERS- *International Federation of Library Associations; MARC; *Universal Availability of Publications

The 15 papers in this collection include opening remarks, reports on core programs of the International Federation of Library Associations (IFLA), and papers from a contributed papers session. Contents are: (1) "Opening Speech of the IFLA General Conference: Stockholm 1990" (Hans-Peter Geh), in German, with an English translation; (2) "The IFLA Core Programme for the Universal Availability of Publications (UAP)" (David Bradbury and Graham P. Cornish); (3) "Core Programme on Preservation and Conservation (PAC), Report to the Open Forum for the IFLA Core Programmes Sunday, 20 August 1990" (Merrily A. Smith); (4) "IFLA UDT (Universal Dataflow and Telecommunications) Core Programme, Open Forum 1990" (Leigh Swain); (5) "How Does a National Library with a Triple Function Operate?" (Martina Sircelj); (6) "The Threat of Illiteracy in Developing Countries: Challenges and Reality" (N. G. Naidu); (7) "Libraries as Partners in the Fight To Eradicate Illiteracy in Sub-Saharan Africa" (Kosi A. Kedem); (8) "Un outil de transfer des connaissances entre le Nord et le Sud: la Banque internationale d'information sur les Etats francophones (BIEF)" (BIEF--The International Bank of Information on French-Speaking Countries--A North-South Knowledge Transfer Tool) (Suzanne Richer); (9) "Das Kalmarmodell: die Bibliothek als informatives und padagogisches Werkzeug im Schulunterricht" (The Kalmar Model: The Library as Information and Teaching Tool in School Instruction) (Brigitte Kuhnel); (10) "Telecottages--Inside or Outside Libraries?" (Tuula Haavisto); (11) "Libraries and Social Structure" (Bengt Goransson); (12) "Universal Bibliographic Control and International MARC Programme" (Marie-France Plassard); (13) "Opening Address to the 56th IFLA General Conference" (Wolfgang Lohner); (14) "How To Nominate Members for Standing Committees, 1991" (Hope Clement); and (15) opening remarks (in German) by Lars-Erik Sanner. (MAB)

ED 329 307 JC 910 132

Simpson, Mary Margaret; And Others
A Profile of Nebraska's Community College System: Education Working for Nebraska in the Past and into the Future. Second Revision.
Nebraska Technical Community Coll. Association, Lincoln.
PUB DATE- May 90
NOTE- 55p.; For a related document, see ED 269 043.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Articulation (Education); College Programs; *College Role; *Community Colleges; Economic Development; Educational Finance; *Educational History; Educational Legislation; Enrollment; *Enrollment Trends; *Institutional Characteristics; Intercollegiate Cooperation; Mission Statements; School Business Relationship; State Colleges; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Nebraska

This five-part report outlines characteristics of the Nebraska Community College System (NCCS). The first section describes the evolution of the NCCS, including the system's emphasis on occupational versus transfer education, statutory provisions, the historical development of two-year colleges in Nebraska since 1926, issues of local control with regard to the role and mission of the colleges, the area and state organizational structure, and the future potential of the NCCS given enrollment and budgetary projections. The second section outlines the programs and services of the NCCS and reviews the system's philosophy, goals, and mission as they relate to national trends and state priorities. The third section presents student demographic data for the 1988-89 academic year, total enrollments by college since 1976, total postsecondary enrollments and total freshman enrollments in Nebraska since 1980 by type of institution, unduplicated headcount enrollment by county, placement of graduates by county, grade point averages of transfer students since 1984, and a summary of the NCCS's economic development activity. The next section addresses issues of system financing, providing an overview of the sources of system revenues and expenditures by program and object. Cooperation with business and industry, articulation with educational institutions, and statewide coordination of educational efforts are examined in the final section. Appendixes discuss community college development in the United States, present legislation related to the NCCS's role and mission assignments, and list organizations and colleges involved in formal and informal cooperative agreements. Eighteen figures are included. (JMC)

ED 329 382 RC 017 842

Howley, Craig

Briefs for Parents in Ready-to-Copy Form.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 90

NOTE- 22p.

LANGUAGE- English; Spanish

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; Parent Education; *Parent Participation; Parent Role; Reading Improvement; Rural Education; *School Size; Sex Differences; Small Schools; *Student Financial Aid; *Television Viewing; *Writing Improvement

IDENTIFIERS- ERIC

This document consists of a compilation of 12 brief articles prepared as ''fillers'' for rural newsweeklies. Six of the briefs (the first six listed below) are provided in both English and Spanish language versions. These camera-ready slicks inform readers about current educational research and practice. ''Starve an Addict, Feed a Reader!'' discusses the negative effects of television on children's reading achievement and suggests household rules parents can make to help limit TV time. 'Why Bother: Aren't We Too Poor To Send the Kids to College?'' helps parents to learn about financial aid for low-income students. ''Shouldn't We Leave Schooling to the Professionals?'' discusses the importance of parents' role in children's education and describes ERIC as an information resource for parents. ''Aren't Big Schools Better than Small Schools?'' describes the benefits of small schools, especially for rural areas. 'What Can Parents Do To Help Their Children Write Well?'' offers tips for parents who want to coach their children in their writing. 'Who Says Math Is For Boys?'' encourages parents and educators to promote girls' interest in math. 'Why Do Parents Like Some Teachers More Than Others?'' emphasizes the teacher's role in bridging parents and schools. 'Keeping Track: Aren't Grades Enough?'' advises parents to understand test scores. 'What Does It Take to Do Well in School?'' helps parents organize children's learning. ''Can Parents Get More Out of School Meeting?'' shows how to direct a school meeting to problem-solving. ''Is Reading So Important Anymore?'' stresses the key role of reading in learning and offers ways by which parents help children read. 'Why Don't Our Children Like Math?'' discusses making math interesting to children by game play. (TES)

ED 329 440 SO 020 233

Smith, Allen

Cultural Literacy and American History Textbooks.

PUB DATE- 88

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Comparative Analysis; Content Analysis; *Cultural Education; Culture; Secondary Education; *Secondary School Curriculum; Secondary School Students; Social Studies; Speeches; *Textbook Content; *Textbook Evaluation; *United States History

IDENTIFIERS- *Cultural Literacy; *Hirsch (E D); Quotations

Results on content-oriented national assessment tests have demonstrated that many secondary school students in the United States are culturally illiterate. E. D. Hirsch has compiled a list of 4,500 terms, dates, phrases, and sayings that he argues represents the broad knowledge base that culturally literate U.S. citizens should possess. Twelve historical sayings, speeches, and addresses containing cherished values and beliefs that transcend the time in which they were uttered or written, and which scholars consider worthy of student attention were chosen from that list. Fourteen junior high and senior high school social studies textbooks were examined to determine to what extent these speeches and sayings were depicted, whether they were merely mentioned or given sufficient contextual material to provide a better understanding of their importance, and whether there was a substantive difference in the coverage between junior high and senior high school texts. Analysis of data demonstrated that there was not much agreement between Hirsch's condensed list and textbook authors as to what information comprised a culturally literate person's vocabulary. Only 58 percent of the sayings and speeches were depicted by texts in both groups, with only half being covered by the junior high texts. There also was great variation within each group as to which items were covered. Many texts failed to provide information that would further the understanding of the speeches and sayings and their original contexts. Questions were raised concerning how educators could attain the goal of a culturally literate citizenry. Two tables of statistical data and a 7-item bibliography are included. (JB)

ED 329 457　　　　SO 021 108

Vaughan, Susan K.
Model Learner Outcomes for Music Education.
Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
PUB DATE- 90
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Objectives; Educational Planning; Elementary Secondary Education; *Music Education; *Outcomes of Education; Role of Education; State Curriculum Guides; *Student Educational Objectives
IDENTIFIERS- Blooms Taxonomy; *Minnesota

Model learner outcomes for music education as developed by the State of Minnesota are presented in this document. The material is organized in four chapters. Chapter 1 presents the Minnesota State Board of Education's statements on education values, learner values, philosophy, mission, and goals. Chapter 2 outlines a rationale for arts in the curriculum, specifically music. Chapter 3 presents learner outcomes for music education in 4 sections: elements of music, representative music, music affect, and music and the school. Each music learner outcome is aligned with a State Board of Education learner goal and at least one of the development concepts as outlined in Bloom's Taxonomy. Chapter 4 puts forth a plan for the implementation of a music education curriculum. This plan has six stages: (1) design; (2) assessment; (3) creation; (4) implementation; (5) evaluation; and (6) renewal. Five appendices provide a description of the development of learner outcomes in music; a glossary; Bloom's Taxonomy as adapted to the Minnesota Model; tables for curriculum design and implementation for music education; and a chart of implementation stages. (DB)

ED 329 293 IR 053 495

Establishing an Agency Records Management Program.

New York State Education Dept., Albany. State Archives and Records Administration.

PUB DATE- 90

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Information Management; Position Papers; Program Administration; *Program Design; *Records Management; *State Agencies; State Government; State Programs

The New York State Archives and Records Administration (SARA) provides centralized records management services to State agencies. The State Government Records Management Information Series includes booklets and brochures on many aspects of sound records and information management. This booklet explains the purposes and benefits of records management and describes the key elements of a successful agency records management program. Information is provided in the following areas: (1) the scope and purpose of a records management program; (2) the differences and similarities between the precomputer concept of records management and electronic information resources management (IRM); (3) common records management problems; (4) the benefits of a records management program; (5) key elements of an agency records management program, e.g., program authority and organization, records management training and support for staff development, and activities of the agency records office. The address and telephone number of the State Archives and Records Administration are also provided. (MAB)

Babies Won't Wait: Early Intervention Challenges Illinois.
Voices for Illinois Children, Chicago.

PUB DATE- Oct 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Cerebral Palsy; Cocaine; *Community Coordination; *Early Intervention; *Eligibility; Family Programs; Federal Legislation; Federal State Relationship; *Infants; Preschool Education; Program Proposals; State Aid; *Toddlers
IDENTIFIERS- *Developmental Delays; *Illinois

As a result of federal law Public Law 99-457, Illinois has the opportunity to provide early intervention for at-risk children up to 3 years of age. These children have developmental delays, such as cerebral palsy, or are cocaine or alcohol babies. The legislative history and current status of Public Law 99-457 as it relates to the planning of early intervention services in Illinois is discussed. The document then describes ways in which a comprehensive Illinois system of early intervention services might work for families in accordance with Public Law 99-457. Recommendations and rationales for establishing such an early intervention system in Illinois are posited around three critical decision areas. These areas are: (1) eligibility, which defines which children will have a legal right to early intervention; (2) structure at the community and local level, which defines the ways in which eligible children will be found and served; and (3) finance, which defines what Illinois will pay for an early intervention mandate. (BB)

ED 329 477 SO 021 161

Gotchy, Joseph R.

Federalists and Anti-Federalists: Debating a Bill of Rights, 1787-1789.

SPONS. AGENCY- Jessie Ball DuPont Religious Charitable and Educational Fund, Jacksonville, FL.
PUB DATE- Aug 90
NOTE- 102p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Curriculum Enrichment; Debate; High Schools; Learning Activities; Political Science; Primary Sources; Role Playing; Social Studies; Student Educational Objectives; Teaching Methods; *United States History
IDENTIFIERS- *Antifederalists; Bill of Rights; Federalist Papers; *Federalists; United States Constitution

A set of lessons for teaching about the debate that produced the Bill of Rights to the Constitution of the United States is presented. Initially, the lessons introduce students to the positions taken by prominent Federalists and Anti-Federalists over the need for a bill of rights. These activities prepare students for a subsequent lesson that creates a mock ratifying convention in which class members role play leading Federalists and Anti-Federalists debating a proposed amendment that would add a bill of rights to the Constitution of 1787. The lesson set includes four teaching plans and accompanying lessons for students: (1) Why the Federalists Opposed a Bill of Rights and Favored the New Constitution of 1787; (2) Jefferson and Madison on the Need for a Bill of Rights--Personal Letters as Primary Resources; (3) Why the Anti-Federalists Favored a Bill of Rights and Opposed the New Constitution; and (4) A Second Federal Convention: A Mock Ratification Convention--Is a Bill of Rights Necessary? Rules for handling archival documents, a chronology of events associated with the Federalist/Anti-Federalist debate, a 58-item selected bibliography, and the contents of the constitutional characters packets conclude the document. (DB)

ED 329 494 SO 030 224

Arizona Visual Arts Essential Skills.
Arizona State Dept. of Education, Phoenix.

PUB DATE- Apr 88
NOTE- 179p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; Aesthetic Values; Art Activities; *Art Education; Art Expression; Art History; Arts Centers; Curriculum Development; Elementary Secondary Education; *Minimum Competencies; Skill Development; State Curriculum Guides; *Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Arizona

The intent of this document is to provide local school districts with a guide to current knowledge in the visual arts, such that by using the guide, districts should be able to develop their own curriculum documents tailored to the needs of their students. The basic premise of the guide is that each student in the state of Arizona should have access to a quality art education which includes art as a discipline involving a definite body of knowledge developed through scope and sequence. The quality components of art education are: (1) creative art expression; (2) aesthetic assessment; and (3) art in cultural heritage. For each of four levels (K-3, 4-6, junior high/middle, high school), goals, objectives, skills, procedures, outcomes and evaluation are formulated within each of the three components. An appendix featuring a list of visual arts resources and a selected bibliography for art education is included. (DB)

ED 329 511 SP 032 472

Tumposky, Nancy
Teacher Education: Considerations for a Knowledge Base Framework.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Change Strategies; *Creative Thinking; *Critical Thinking; Curriculum Development; *Decision Making; Definitions; *Educational Change; Higher Education; Language Teachers; Literature Reviews; Problem Solving; Second Languages; Teacher Education Programs; Values
IDENTIFIERS- *Knowledge Base for Teaching; *Reflective Teaching

Traditionally, the knowledge base has been defined more as product than process and has encompassed definitions, principles, values, and facts. Recent reforms in teaching and teacher education have brought about efforts to redefine the knowledge base. The reconceptualized knowledge base builds upon the earlier model but gives higher priority to reflective thinking, actively exploring problems, and learning from experts. While furnishing a constructivist knowledge base for such a vision is problematic, teacher educators might consider five areas of focus as a scaffolding for reform: (1) autobiography, intended to increase awareness of oneself and one's beliefs; (2) inquiry, an ongoing exploration of complex questions; (3) reflection, which draws on intuitive knowledge to synthesize understandings into a new and fuller form; (4) critique, which sees teacher educators and teachers as critical, even political, thinkers who consider decisions about content and method to be value judgments, not just rational management decisions; and (5) community, the development of jointly constructed, productive connections for sharing and overcoming problems. As applications of some aspects of this newer view of the knowledge base, four commonly cited problems for second language teacher education are discussed: fragmentation, tensions between language-based coursework and courses in pedagogical and professional development, the theory-practice gap and the role of field experiences, and the tension between the training and development of language teachers. (32 references) (AMH)

facing the profession. (JD)

ED 329 528 SP 032 918

Nortman, Michael L.

Student Teacher Attitudes and Attitude Change.

PUB DATE- Feb 91

NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; *Discipline; *Educational Objectives; Elementary Secondary Education; Higher Education; *Student Teacher Attitudes; Teacher Education Programs; *Teacher Student Relationship

The major hypothesis of this study was that students will adopt more traditional beliefs during student teaching, that secondary student teachers will exhibit less support for progressive attitudes than their elementary counterparts before student teaching, and that the extent of secondary teachers' change toward the traditional position will be significantly greater. The study surveyed a sample of 205 students from 3 central Ohio universities. The major findings were that the educational beliefs of secondary student teachers were significantly more traditional than those of their elementary counterparts at both the pretest and posttest periods, and that the educational beliefs of secondary student teachers changed over time to a more traditional orientation while those of the elementary sample remained constant. A comparison of the posttest scores of both teaching groups demonstrated that secondary student teachers tended to respond more traditionally than their elementary counterparts on scale items related to the areas of positive feelings toward students, discipline, and the importance of affective educational goals. (JD)

ED 329 529　　　　SP 032 920

Ranciter, Jesse L.
Restructuring Teacher Education: Effective Strategies To Increase the Number of Black Students in Education Programs.
PUB DATE- Feb 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Career Choice; *Declining Enrollment; Elementary Secondary Education; Higher Education; *Minority Group Teachers; Preservice Teacher Education; Role Models; School Community Relationship; *Standardized Tests; Teacher Characteristics; *Teacher Education Programs; *Teacher Recruitment; Teacher Salaries
IDENTIFIERS- National Teachers Examinations

This paper addresses the problem of the decline in the available pool of black students in colleges and universities who are choosing teaching as a career. At a time when black students are most in need of good role models and the greatest academic support, black teachers are becoming scarce in the public schools. Three possible reasons for this situation are: the Preprofessional Skills Test and the National Teacher Examination often discourage black students; ineffective recruitment techniques are used by colleges and universities; and the entry-level salary is low. A two-part strategic plan for increasing the number of black students in teacher education programs is outlined. The plan involves action on the community level (church, community, and public schools) and on the college and university level. (JD)

ED 329 546 SP 032 951

Shaker, Paul
John Dewey and the Knowledge Base for the Beginning Teacher.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; Book Reviews; Criticism; *Educational Change; *Educational Philosophy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Schools of Education
IDENTIFIERS- American Association of Colleges for Teacher Educ; *Dewey (John); *Knowledge Base for Teaching

The volume "Knowledge Base for the Beginning Teacher" (KBBT), published by Pergamon Press, has been put forward by the American Association of Colleges for Teacher Education as a guide for colleges of education seeking to establish a knowledge base for their programs. According to the book's summary, its 10 "features" closely parallel the progressive ideals of John Dewey. Neither Dewey nor a philosophy of education can be claimed, however, as sources for KBBT's assertions. The thesis of this criticism is that KBBT's featured themes echo a theory of education laid out by John Dewey prior to 1939 and that rediscovery of these themes in a positivist "garment" is less significant than the lack of theoretical progress provided for the field in 60 years. Or, as some leading educators have asserted, "Have we traveled down the wrong road, seeking academic prestige rather than delivering service to our profession?" An analysis of parallel quotations from KBBT and Dewey support this criticism. Based on this analysis, one may conclude that, while KBBT reminds readers and practitioners of past history and achievements, the book is a manifestation of teacher education's misdirection and neglect of school reform. (JD)

ED 329 562 TM 016 131

South Carolina Norm-Referenced Testing Program: 1990 Summary Report. Office of Research Report Series. Volume One/Number 107.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Jul 90
NOTE- 355p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Comparative Testing; Grade 4; Grade 5; Grade 7; Grade 9; Grade 11; Graphs; Intermediate Grades; *Norm Referenced Tests; Secondary Education; *Standardized Tests; *State Programs; Tables (Data); *Testing Programs; Test Results
IDENTIFIERS- Comprehensive Tests of Basic Skills; *South Carolina Norm Referenced Testing Program; Stanford Achievement Tests

Information is provided for educators and the general public about the performance of students on the standardized tests administered in 1990 as part of the South Carolina Norm-Referenced Testing (SCNRT) Program. The first section of this report provides background information necessary for interpretation of the results. The second section reports the results of the 1990 assessments. Since 1983, South Carolina administered the Comprehensive Tests of Basic Skills, Form U (CTBS/U) as part of the SCNRT Program. However, in 1989, the state adopted the Stanford Achievement Test Series, Eighth Edition (Stanford-8). In March 1990, both the Stanford-8 and the CTBS/U were administered to students in grades 4, 5, 7, 9, and 11. The CTBS/U was administered for the last time for comparison purposes; the Stanford-8 was administered as a pretest for 1991 program evaluations and to provide baseline scores for the next 5 years. Because of the double testing, the full battery of subtests was not used for all grades. In all, 224,980 students took the CTBS/U, and 224,055 students took the Stanford-8. Two tables and 10 bar graphs summarize the study results. Appendices A through G present the test results by school district and by grade on 159 pages of tables and 9 additional bar graphs. Appendix H provides cautions in interpreting test results, Appendix I presents a glossary, and Appendix J discusses the phenomenon of changing norms. (SLD)

ED 329 577 TM 016 202

Keith, Jo Ann; And Others

Colorado Public School Annual Dropout Rates: Grades Seven through Twelve, 1989-90, and Class of 1990 Graduate Rates.

Colorado State Dept. of Education, Denver.
PUB DATE- Dec 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Dropout Rate; Educational Trends; Ethnicity; *High School Graduates; Nontraditional Education; Public Schools; School Districts; School District Size; *School Statistics; Secondary Education; *Secondary School Students; Sex Differences; Statistical Data; *Tables (Data)
IDENTIFIERS- *Colorado

Ten tables, four graphs, and summary discussions of salient statistics present pertinent information on dropout and high school graduation rates for Colorado public schools for the 1989-90 school year. Tabulated data, along with illustrative figures, indicate: (1) graduation rates by ethnic/racial group, gender, and size of school district; and (2) dropout rates by grade level, gender, ethnic/racial group, and school district. Trend data for dropouts are shown for 1987-88 through 1989-90, and data are provided for alternative schools for both dropouts and graduates. Colorado's dropout rate for the 1989-90 school year was 4.1% (11,075 out of 273,440 students), which represents a decrease by 0.1% from the 1988-89 rate. The graduation rate for the Class of 1990 was 80% (32,967 students), and the completion rate was 81.3%. (TJH)

ED 329 592 TM 016 255

Kromrey, Jeffrey D.; And Others

Toward Establishing Relationships between Essential and Higher Order Teaching Skills.

PUB DATE- Feb 91

NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Correlation; Performance Factors; Postsecondary Education; Pretests Posttests; *Professional Training; Scores; Secondary Education; *Secondary School Teachers; Skill Development; Teacher Education; Teacher Workshops; *Teaching Skills; *Thinking Skills

IDENTIFIERS- *Florida Performance Measurement System; *Teaching Higher Order Thinking (Peterson et al)

Nineteen secondary school teachers in a mid-sized Florida school district participated in a single-group pretest/posttest design to explore the relationship between essential and higher order teaching skills. Correlations between two sets of teacher performance variables were computed before and after training in teaching for higher order thinking (THOT). Three 4-hour training sessions and seven 2-hour workshops were held over an 11-week period. The purposes of the first three sessions were to introduce, define, and provide acceptable and unacceptable examples of THOT skills. The seven workshop sessions focused on developing and critiquing thinking-skill lesson plans. The teachers were observed on two occasions by two observers using an instrument based on the Florida Performance Measurement System (FPMS), and on two occasions by two observers using an instrument developed to measure THOT. Teachers' participation in the training program resulted in a substantial increase in THOT scores but no increases in the FPMS scores. Correlations between the two scores were not significant on either occasion. Implications of the results are discussed and it is suggested that training in the teaching of higher order thinking is necessary for many teachers. Five tables contain study data, and three figures illustrate the domains and the indicator coding pattern. (SLD)

ED 329 606 UD 027 662

Peterson, J. L.; White, R. N.

Demographic Profile of U.S. Children: National File Machine-Readable Data File .

Child Trends, Inc., Washington, DC.

PUB DATE- Mar 86

NOTE- For other data files from this source, see UD 027 663-665.

LANGUAGE- English

EDRS-PRICE-

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Black Youth; Census Figures; *Children; Computer Software; Demography; Employed Parents; Family Structure; *Individual Characteristics; Microcomputers; *National Surveys; Parent Background; *Parents; Statistical Data

IDENTIFIERS- *Current Population Survey

These two computer files contain social and demographic data about U.S. children and their families taken from the March 1985 Current Population Survey of the U.S. Census. One file is for all children; the second file is for black children. The following column variables are included: (1) family structure; (2) parent educational attainment; (3) mother's age; (4) ethnicity; and (5) parent employment pattern. The following row variables are included: (1) child characteristics; (2) economic characteristics; and (3) selected maternal and paternal characteristics. The following features are included: (1) instructions are on-screen; (2) files can be manipulated to create several user-specified two-way tables; (3) population numbers can be percentaged; (4) longitudinal data can be indexed by year; and (5) individual tables can be printed. The files can be used on a personal computer with Lotus 1-2-3, Version 2.0 or higher. The data may also be retrieved by other programs that can import Lotus files, but the user may not be able to take advantage of all of the features. At least 512K of memory is needed, but 640K is recommended if the user loads other applications. FREQUENCY: . TYPE OF SURVEY: Census; Population. POPULATION: Children; Black Youth. SAMPLE: . RESPONDENTS: . RESPONSE RATE: . YEAR OF EARLIEST DATA: . YEAR OF LATEST DATA: 1985. (FMW)

ED 329 621 UD 027 867

Evans, Brenda J., Ed.; Whitfield, James R., Ed.
Black Males in the United States: An Annotated Bibliography from 1967 to 1987. Bibliographies in Psychology No. 1.
American Psychological Association, Washington, D.C.
PUB DATE- 88
NOTE- 160p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Databases; *Blacks; Doctoral Dissertations; Educational Psychology; *Males; *Psychological Characteristics; *Psychological Needs; *Psychological Patterns; Psychological Studies; *Psychology
IDENTIFIERS- *PsycINFO

This bibliography on the psychological status of black males in America includes references to 1,371 journal articles and dissertations published between 1967 and 1987. The bibliography was compiled from a search of PsycINFO, the computerized version of "Psychological Abstracts." Section 1 contains annotated citations to journal articles focusing on black males in the United States. Section 2 contains unannotated citations to journal articles in which relevant data on black males are reported, but in which they may not be the primary subject population. Section 3 contains citations to dissertations on black males in the United States. Entries are arranged alphabetically within the following categories: (1) psychometrics; (2) experimental psychology (human); (3) physiological psychology; (4) communication systems; (5) developmental psychology; (6) social processes and social issues; (7) experimental social psychology; (8) personality; (9) physical and psychological disorders; (10) treatment and prevention; (11) professional personnel and professional issues; (12) educational psychology; and (13) applied psychology. A subject index is also included. Statistical data are presented in one table. An analysis of the citations by subject area and an explanation of the search strategy are appended. (FMW)

ED 329 636 UD 027 949

Rubel, David

Fannie Lou Hamer: From Sharecropping to Politics.

PUB DATE- 90

NOTE- 136p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Activism; Biographies; *Black History; *Black Leadership; Blacks; Childrens Literature; *Civil Rights; Demonstrations (Civil); Sharecroppers; *United States History; *Voting Rights

IDENTIFIERS- *Hamer (Fannie Lou); Mississippi; Student Nonviolent Coordinating Committee; United States (South)

This biography for younger readers recounts the life of Fannie Lou Hamer, one of the first black organizers of voter registration in Mississippi. The book presents an overview of the civil rights movement while describing Hamer's life in Mississippi, her involvement in voter rights in 1962 at the age of 45, and her efforts as a civil rights activist during the remaining 15 years of her life. Highlights in the life of Fannie Lou Hamer include the following: (1) childhood as the twentieth child of sharecropper parents; (2) young and middle adulthood as a plantation worker; (3) successful registration to vote, after two earlier attempts, in 1963; (4) work with the Student Nonviolent Coordinating Committee (SNCC); (5) membership in the Mississippi Freedom Democratic Party (MFDP); (6) testimony before the Democratic National Convention in 1964; (7) receipt of a standing ovation at the Democratic National Convention in 1968, and election as a Democratic national committeewoman; (8) purchase of land for and founding of the Freedom Farm Cooperative in 1969; and (9) an unsuccessful 1971 bid for a seat in the Mississippi State Senate. The book includes a civil rights movement time line, a timetable of events in Fannie Lou Hamer's life, suggested reading, and a list of 15 sources. (AF)

ED 329 530 SP 032 921

Hilliard, Robert D.

Restructuring Education: Agenda for the 1990's.

PUB DATE- Feb 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Agency Cooperation; *Delivery Systems; Elementary Secondary Education; Excellence in Education; School Effectiveness; *School Restructuring; *State Action; *Student Needs
IDENTIFIERS- *Arkansas

A description is given of a state-wide endeavor to improve the schools in Arkansas. Five recommendations provide the framework for innovative planning for the schools: (1) educators, elected officials and community leaders should assertively market "Restructuring for Higher Order Learning" throughout the state as the logical and necessary step in the process of improving student learning; (2) state and local policies and practices should encourage and support the development and retention of forceful educational administrators; (3) state and local authorities should adopt policies that provide incentives, technical assistance, and a network of resources that positively influence and support effective school-level change; (4) restructuring initiatives in the schools and school districts should be clearly focused on increasing and raising student success rates; and (5) all stake holders in the education system should be patient and remain both committed to and involved in promising education reform. The rationale for each of these recommendations is discussed. The restructuring strategies implemented in four Arkansas school districts are described. (JD)

ED 329 547 SP 032 953

Approved Teacher Education Programs in South Carolina 1990-91.
South Carolina State Dept. of Education, Columbia.

PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cutting Scores; Degree Requirements; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Standardized Tests; State Surveys; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *National Teacher Examinations; *NTE Test of Professional Knowledge; South Carolina

This booklet provides information on the status of the 26 institutions in South Carolina with approved teacher education programs. A list is provided of specific scholastic requirements for teacher certification and required scores for teacher area examinations--the Professional Knowledge Examination or the National Teacher Examinations-Specialty Area Examinations. The information on each institution includes the school's approved programs, program level (basic undergraduate, basic graduate, advanced), school level, and the college's accreditation. (JD)

ED 329 563 TM 016 149

Brown, Mary M.; Brown, Scott W.

Applying Social Cognition To Address Measurement Problems in Research: An Attempt To Address Reliability Issues with Small Samples.

PUB DATE- Nov 90

NOTE- 14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 31-November 2, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Estimation (Mathematics); Higher Education; Likert Scales; *Measurement Techniques; Patients; Research Problems; *Sample Size; *Social Cognition; *Test Reliability; *Undergraduate Students

IDENTIFIERS- *Communication Satisfaction Scale (Brown); Intubation (Medicine)

An issue facing researchers who study very select populations is how to obtain reliability estimates on instruments. When the populations and resulting samples are very small and select, the ability to obtain reliability estimates becomes very difficult. As a result, many researchers ignore reliability concerns and forge ahead with data collection. In response to this concern, concepts associated with the model of social cognition of A. Bandura and the model of systematic desensitization of J. Wolpe were applied to 90 undergraduates who completed the 10-item, Likert-type Communication Satisfaction Scale (CSS). The CSS is designed to assess the attitudes of intubated patients in a hospital intensive care unit. The purpose of this study was to explore the potential use of imagery and social cognition to estimate instrument reliability for very selective samples. Stimuli (text, auditory, and visual) were provided to enable subjects to imagine being an intubated patient. Internal reliability calculations (Cronbach's alpha index) revealed an estimate of 0.83 for the entire scale. The results are discussed within a social cognition and a measurement framework. These results may have profound implications for estimating instrument reliability that cannot be tested feasibly in large samples prior to implementation. While the resulting reliabilities cannot be directly applied to the intubated sample, the procedure may provide critical feedback to researchers and instrument developers prior to the actual administration of the instrument. The CSS is included. (Author/SLD)

ED 329 578 TM 016 203

Redfield, Doris L.

Evaluating the Broad Educational Impact of an Arts Education Program: The Case of the Music Center of Los Angeles County's Artists-in-Residence Program.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- Music Center of Los Angeles County, CA.

PUB DATE- Oct 90

NOTE- 375p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Art Education; Artists; Art Teachers; *Curriculum Evaluation; *Evaluation Methods; Intermediate Grades; Outcomes of Education; Parent Attitudes; Program Effectiveness; *Program Evaluation; *School Surveys; Secondary Education; Student Attitudes; Teacher Attitudes

IDENTIFIERS- *Artists in Residence Program; *Music Center of Los Angeles County

A 1-year study was conducted to: document the effects of the Artists-in-Residence Program of the Music Center of Los Angeles County, Education Division (MCED); inform program planning and revision; and provide a compendium of evaluation strategies for future use. This study was divided into four phases and used a variety of methods: (1) questionnaires administered to 503 students, 54 teachers, 21 parents, 12 artists, 9 administrators, and 9 school-residency coordinators; (2) systematic observations in classrooms (12 hours); (3) focus group interviews with staff and artists; and (4) analyses of report card grades for 20 classes and attendance data for the 503 students. Overall, the results are positive. Students learned, maintained, and generalized knowledge and skills presented by the artists and demonstrated gains in subject matter grades, written and oral communication, and problem-solving behaviors. Program goals and operation were considered good, and the artists were found to be competent professionals. Strategies (questionnaires) for future evaluations, a 27-item annotated bibliography, the 1989-90 schedule of the MCED's residencies, and responses to the questionnaires and the evaluation meeting questions are provided in appendices. Twenty tables summarize study data. (SLD)

ED 329 607 UD 027 663

Peterson, J. L.

Demographic Profile of U.S. Children: States in 1980/1, 1985/6 Machine-Readable Data File .

Child Trends, Inc., Washington, DC.

PUB DATE- 90

NOTE- For other data files from this source, see UD 027 662, UD 027 664-665.

LANGUAGE- English

EDRS-PRICE-

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)

DESCRIPTORS- *Black Youth; Census Figures; *Children; Computer Software; Demography; Employed Parents; Family Structure; *Individual Characteristics; Microcomputers; Parent Background; *Parents; *State Surveys; Statistical Data

IDENTIFIERS- Current Population Survey

These six computer files contain social and demographic data about children and their families in the following states: (1) California; (2) Florida; (3) Illinois; (4) New York; (5) Pennsylvania; and (6) Texas. Data for 1980/81 and 1985/86 are reported. Data will eventually be provided for the 11 largest states. One file is for all children; the second file is for black children. The following column variables are included: (1) family structure; (2) parent educational attainment; (3) mother's age; (4) ethnicity; and (5) parent employment pattern. The following row variables are included: (1) child characteristics; (2) economic characteristics; and (3) selected maternal and paternal characteristics. The following features are included: (1) instructions are on-screen; (2) files can be manipulated to create several user-specified two-way tables; (3) population numbers can be percentaged; (4) longitudinal data can be indexed by year; and (5) individual tables can be printed. The files, which are on diskettes, are used on a personal computer with Lotus 1-2-3, Version 2.0 or higher. The data may also be retrieved by other programs that can import Lotus files, but the user may not be able to take advantage of all of the features. At least 512K of memory is needed, but 640K is recommended if the user loads other applications. FREQUENCY: . TYPE OF SURVEY: Population. POPULATION: Children; Black Youth. SAMPLE: . RESPONDENTS: . RESPONSE RATE: . YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1986. (FMW)

ED 329 622 UD 027 871

Ravitch, Diane S.
Multiculturalism in the Curriculum.
NETWORK, Inc., Andover, MA.
PUB DATE- 89
NOTE- 10p.; Paper presented before the Manhattan Institute (New York, NY, November 27, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Pluralism; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; Elementary Secondary Education; Ethnic Bias; *History Instruction; *Multicultural Education; Racial Bias; *Social Bias; Social Studies; State Curriculum Guides
IDENTIFIERS- *California; *New York

This document contrasts the concept of multiculturalism as it appears in the proposed New York State curriculum guide, "A Curriculum of Inclusion," and as it appears in the California State history/social sciences curriculum. California uses the following approaches to reflect the multiracial, multicultural nature of American society: (1) expanding the study of world history to include the development of non-Western civilizations; (2) encouraging the use of the literature and art of diverse cultures; (3) recognizing the central role of Blacks in reshaping American political institutions; (4) recognizing the importance of ethnic groups in building the nation; (5) emphasizing civic values, democratic behaviors, and human rights; and (6) balancing the concept of pluralism with the sense of unity. However, the New York proposal disparages common elements in American society in the following ways: (1) overstating the inherent racism of the existing curriculum; (2) focusing only on African American, Asian American, Native American, and Latino/Puerto Rican perspectives; (3) treating Whites and Western culture with contempt; (4) asserting that curricular bias is responsible for the poor academic achievement of minority group students; (5) basing the need for revision on questionable demographic trends and political pressure; (6) endorsing the notion of collective, historical guilt; and (7) encouraging racial chauvinism and racial superiority. (FMW)

ED 329 637 UD 027 950

Hess, Debra
Thurgood Marshall: The Fight for Equal Justice.
PUB DATE- 90
NOTE- 128p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Biographies; *Black History; Blacks; Childrens Literature; *Civil Rights; *Court Judges; *Court Litigation; Equal Education; Justice; Lawyers; *School Desegregation; United States History
IDENTIFIERS- Brown v Board of Education; *Marshall (Thurgood); *Supreme Court

This biography for younger readers examines the life of Thurgood Marshall, an important legal activist in the history of the civil rights movement and the first African American to be appointed a U.S. Supreme Court justice. The book presents an overview of the civil rights movement in the United States while documenting the key role Marshall played in securing African American rights through judicial means. Highlights in the life of Thurgood Marshall include the following: (1) graduation from Howard University Law School at the head of his class; (2) work as counsel for the National Association for the Advancement of Colored People (NAACP); (3) service as director and chief counsel of the NAACP Legal Defense Fund; (4) successful argument before the Supreme Court in 1954 of "Brown v. Board of Education," the landmark ruling that mandated school desegregation; (5) appointment as judge on the U.S. Court of Appeals in 1961; (6) appointment as Solicitor General in the Justice Department in 1965; and (7) appointment as associate justice of the United States Supreme Court in 1967. The book includes a civil rights movement time line, a timetable of events in Thurgood Marshall's life, suggested reading, and a list of 24 sources. (AF)

ED 329 593 TM 016 256

Kromrey, Jeffrey D.; Hines, Constance V.
Randomly Missing Data in Multiple Regression: An Empirical Comparison of Common Missing Data Treatments.
PUB DATE- Feb 91
NOTE- 67p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Estimation (Mathematics); Mathematical Models; *Multiple Regression Analysis; *Sample Size; *Statistical Bias
IDENTIFIERS- Bootstrap Methods; *R2 Values; *Randomly Missing Data (Regression Analyses)

An investigation of the effects of randomly missing data in two-predictor regression analyses is described. The differences in the effectiveness of five common treatments of missing data on estimates of R-squared values and each of the two standardized regression weights is also investigated. Bootstrap sample sizes of 50, 100, and 200 were drawn from three sets of actual field data. Randomly missing data were created within each sample, and the parameter estimates were compared with those obtained from the same samples with no missing data. The results indicate that three imputation procedures (mean substitution, simple, and multiple regression imputation) produced biased estimates of R-squared values and both regression weights. Two deletion procedures (listwise and pairwise) provided accurate parameter estimates with up to 60% of the data missing. Twelve data tables, 9 figures, and a 20-item list of references are included. (Author/TJH)

ED 329 531 SP 032 922

Stahlhut, Richard; And Others

Teacher Education: Student Teacher Views vs. Those of Cooperating Teachers.

PUB DATE- Feb 91

NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Questionnaires; Self Evaluation (Individuals); *Student Teacher Attitudes; *Student Teacher Evaluation; *Teacher Effectiveness

IDENTIFIERS- University of Northern Iowa

A survey was conducted on the quality of preparation in teacher education of student teachers at the University of Northern Iowa and their performance level during student teaching. Student teachers were asked to assess teacher education program contributions to 29 competencies relevant to teaching effectiveness, plus their overall teacher effectiveness. Similarly, cooperating teachers were asked to assess the same competencies as exhibited by the student teachers they supervised. Of the 369 (78.5 percent) questionnaires returned, 192 were from student teachers and 177 were from cooperating teachers. Data analysis was based on matched pairs of responses. An overall summary of the ratings by student teachers and cooperating teachers is presented. In 29 items, cooperating teacher ratings of student teacher competencies exceeded student teacher ratings of program contributions to these competencies. No significant difference was found to exist between process and performance as rated by the two groups of matched respondents. It was apparent that student teachers have "unrealistic optimism" because they rated their "overall teaching performance" higher than any of the 29 competencies that contributed to their skills. Two competency areas appeared among the lowest five ratings of both groups: "stimulating students to be independent learners" and "working with/utilizing community resources." Although rather limited samples of both student teacher and cooperating teacher ratings were involved in this study, the results identify some concerns worthy of consideration and point up the need for follow-up studies. A copy of the questionnaire is appended. (JD)

ED 329 548 SP 032 954

Goetz, Elizabeth M.
A Creative Approach in Teaching Undergraduates.
PUB DATE- Feb 91
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Class Activities; College Students; Course Evaluation; *Creative Teaching; *Early Childhood Education; *Educational Philosophy; Higher Education; *Instructional Innovation; Preservice Teacher Education; Student Motivation; *Teaching Methods; Teamwork

The course selected for the creative approach was History and Philosophy of Early Childhood Education, an offering in the Department of Human Development. The subjects were 58 undergraduates in 3 classes. The creative approach required innovative student team presentations on seven early childhood education programs, and offered the choice of an individual creative alternative presentation to the term paper. Possibilities for originality were theme presentations, costumes, song, dance, film, poetry, and art. Questionnaire data favored the creative approach in terms of interest, learning, challenge, and personal satisfaction, even though it took more preparation time. Also, significantly more students selected the individual alternatives over the term papers. The questionnaire for evaluation of the creative approach is attached. (Author/JD)

ED 329 579 TM 016 204

Rudner, Lawrence M.

Reviews of the Tests Approved by the Secretary of Education for Ability To Benefit Admissions.

SPONS. AGENCY- National Accrediting Commission of Cosmetology Arts and Sciences.

PUB DATE- 11 Feb 91

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Basic Education; *Aptitude Tests; Basic Skills; *College Entrance Examinations; English (Second Language); Higher Education; Language Tests; Mathematics Tests; Norm Referenced Tests; Occupational Tests; Postsecondary Education; Reading Tests; *School Role; Scores; Spanish; Standards; Test Reviews; *Test Use

IDENTIFIERS- *Ability to Benefit Policy

To comply with the new U.S. Department of Education Ability-To-Benefit policy, schools need to select tests on the Secretary's approved list. The pertinent aspects of 22 approved tests are individually summarized. The test reviews are based on examinations of the test publishers' technical documentation and the tests. Information provided in the summaries includes: each test name, the address of the test publisher, a general description of the test, a discussion of common uses, a description of the target population, a discussion of the types of scores, an overview of validity and reliability results, norms, passing scores, and test publisher comments. Not all of these categories of information are provided for every test. Tests covered in the review include the: Adult Basic Learning Examination, American College Testing Program, Assessment of Skills for Successful Entry and Transfer, Armed Services Vocational Aptitude Battery, Career Program Assessment Test, Comprehensive Test of Basic Skills, Differential Aptitude Test, Descriptive Tests of Language Skills, Descriptive Tests of Mathematical Skills, Tests of General Educational Development, Nelson Denny Reading Test, Preliminary Scholastic Aptitude Test, Spanish Assessment of Basic Education, Scholastic Aptitude Test, Secondary Level English Proficiency Tests, Tests of Adult Basic Education, Test of English as a Foreign Language, Wonderlic Personnel Test, and Scholastic Level Examination. The Assessment and Placement Services, Flanagan Industrial Tests, and Job Training Assessment Program instruments, which are on the Secretary's approved list, have not yet been reviewed. (TJH)

ED 329 594 TM 016 257

Kromrey, Jeffrey D.; Renfrow, Donata D.

Using Multiple Choice Examination Items To Measure Teachers' Content-Specific Pedagogical Knowledge.

PUB DATE- Feb 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, ''Papers Presented at...'' (150)
DESCRIPTORS- *Content Validity; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Knowledge Level; Licensing Examinations (Professions); *Multiple Choice Tests; Teacher Certification; Teacher Education; *Teacher Evaluation; Test Validity
IDENTIFIERS- *Subject Content Knowledge; *Teacher Competency Testing

The use of multiple-choice test items measuring content-specific pedagogical knowledge (C-P) as a viable method of increasing the validity of teacher tests is described. The purposes of the paper are to: (1) present examples of multiple-choice test items used for the assessment of C-P and contrast these items with items used for assessing content knowledge and items used for assessing general pedagogical knowledge; (2) develop a working definition of C-P test items; (3) suggest a preliminary categorization of such items; and (4) describe practical considerations related to the development and use of C-P items in testing programs. Current controversies in teacher assessment are discussed, and a working definition of and categorization system for C-P items are developed. The categories include error diagnosis, communication with the learner, organization of instruction, and learner characteristics. The paper encourages researchers and practitioners to acknowledge that multiple-choice testing has applications which exceed its traditional use. A (14-item list of references and 2 figures are included. (Author/TJH)

ED 329 608 UD 027 664

Moore, Kristin A.; And Others
Adolescent Fertility: State File Machine-Readable Data File .
Child Trends, Inc., Washington, DC.
PUB DATE- Dec 87
NOTE- For other data files from this source, see UD 027 662-663 and UD 027 665.
LANGUAGE- English
EDRS-PRICE-
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; Adolescents; *Birth Rate; Birth Weight; Computer Software; *Early Parenthood; *Illegitimate Births; Infant Mortality; Microcomputers; *Neonates; *Pregnancy; State Surveys; Statistical Data; Unwed Mothers; Young Adults

This computer file contains recent cross sectional data on adolescent fertility by state for 1960, 1965, 1970, 1975 and 1980-85. The following variables are included: (1) births; (2) birth rates; (3) abortions; (4) non-marital childbearing; (5) infant mortality; and (6) low birth weight. Data for both teenagers and women aged 20-24 years are included. The number of unmarried women by age is also included. The following features are included: (1) instructions are on-screen; (2) files can be manipulated to create several user-specified two-way tables; (3) population numbers can be percentaged; (4) longitudinal data can be indexed by year; and (5) individual tables can be printed. The files are used on a personal computer with Lotus 1-2-3, Version 2.0 or higher. The data may also be retrieved by other programs that can import Lotus files, but the user may not be able to take advantage of all of the features. At least 512K of memory is needed, but 640K is recommended if the user loads other applications. FREQUENCY: Periodic. TYPE OF SURVEY: Population. POPULATION: Adolescents, Young Adults, Females. SAMPLE: . RESPONDENTS: . RESPONSE RATE: . YEAR OF EARLIEST DATA: 1960. YEAR OF LATEST DATA: 1985. (FMW)

ED 329 623 UD 027 900

Good Education in Oakland: Strategies for Positive Change.
Commission for Positive Change in the Oakland Public Schools, CA.
PUB DATE- Sep 90
NOTE- 191p.; For a summary, see UD 027 901.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Long Range Planning; *School Community Relationship; *School Restructuring; Urban Schools
IDENTIFIERS- *Oakland Unified School District CA

The goal of school reform in Oakland (California) is a learning environment that enables all students to be competent, confident, conscious, and caring individuals and holds the school accountable for the delivery of equal education. The following conditions are essential: (1) effective school leadership; (2) rigorous, challenging curriculum and instruction; (3) effective staff; (4) parent participation; (5) safety and security; and (6) district leadership. The following problems must be overcome: (1) low expectations of students; (2) inadequate funding; and (3) poor teacher preparation. The following change strategies are outlined: (1) build a system of staff renewal; (2) construct a system of accountability for student outcomes; (3) make effective and equitable use of personnel and resources; (4) demand honest assessment, aligned with community expectations, that charts a course of action; (5) use communication to empower all participants in the teaching and learning process; (6) promote the coordination of multiple community resources to respond to the life circumstances of students; and (7) commit to the principle of equity in the allocation and development of resources. The following materials are appended: (1) school statistical data presented in 17 tables, 13 graphs, and one map; (2) descriptions of exemplary staff development, student support, and parent involvement programs; (3) overcrowding and underutilization considerations; (4) an explanation of school finances; and (5) a list of participants. (FMW)

ED 329 638 UD 027 953

Wright, Sarah
A. Philip Randolph: Integration in the Workplace.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Activism; Biographies; Black History; *Black Leadership; Blacks; Childrens Literature; Civil Rights; Demonstrations (Civil); Equal Opportunities (Jobs); *Personnel Integration; Racial Integration; *Racial Segregation; *Unions
IDENTIFIERS- AFL CIO; American Federation of Labor; Porters; *Randolph (A Philip)

This biography for younger readers describes the life of A. Philip Randolph, the civil rights activist who organized the labor union for Pullman car porters, the Brotherhood of Sleeping Car Porters. The book presents an overview of the civil rights movement in the United States while documenting the part Randolph played as advocate for African American rights throughout the century. Highlights of A. Philip Randolph's life include the following: (1) publication of the newspaper "The Messenger," beginning in 1917; (2) organization and presidency of the Brotherhood of Sleeping Car Porters in 1925; (3) appointment as president of the National Negro Congress in 1936; (4) convincing President Roosevelt in 1941 to ban discrimination in hiring in defense plants; (5) convincing President Truman in 1948 to ban segregation in the armed forces; (6) election as vice-president of the AFL-CIO in 1957; (7) election as president of the Negro American Labor Council; (8) organization of youth marches on Washington in 1958-59; (9) organization of the March on Washington in 1963; and (10) award of the Medal of Freedom and founding of the A. Philip Randolph Institute in 1964. The book includes a civil rights movement time line, a timetable of events in Randolph's life, suggested reading, and a list of 21 sources. (AF)

ED 329 549 SP 032 955

Stein, Sheryl E., Comp.
Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions. Revised.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Dec 90
NOTE- 174p.; A product of the State Issues Clearinghouse. For an earlier version, see ED 296 997.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Field Experience Programs; Higher Education; Minority Group Teachers; National Surveys; Preschool Education; Preservice Teacher Education; Standardized Tests; *State Standards; *Teacher Certification; *Teacher Education Programs; *Teacher Recruitment

This publication updates information from prior surveys of teacher education policy in 50 states and the District of Columbia in the areas of: (1) standards; (2) standards boards; (3) alternative preparation for licensure; (4) minority teacher recruitment; (5) early childhood education; and (6) clinical/field experience. In addition there is a new section on administrator licensure. The two survey areas, entrance and exit/licensure exams required by state, and minority teacher recruitment, are highlighted in an introductory section. (JD)

ED 329 564 TM 016 182

Wing, Cliff W., Jr.; And Others

Some Field Observations Concerning the Impact of Test Preparatory Programs on Scholastic Aptitude Test Scores.

PUB DATE- 1 Aug 89

NOTE- 37p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Achievement Gains; Black Students; *College Entrance Examinations; Comparative Testing; Economically Disadvantaged; Geographic Regions; Grade 11; Grade 12; High Schools; *High School Students; Pretests Posttests; Program Effectiveness; *Racial Differences; Rural Youth; *Scores; *Sex Differences; *Test Coaching; White Students

IDENTIFIERS- Appalachia; California Achievement Tests; *Scholastic Aptitude Test

The relationship between gender and the race/geographic area of students and their Scholastic Aptitude Test (SAT) score gains after participation in one of two test preparatory programs was studied. Black (n=181) and native-born Appalachian white (n=67) high school juniors were selected on the basis of high scores on the California Achievement Test in 1986 or 1987 to participate in 2- or 3-week test preparatory programs during the summer after their junior year in high school. SAT pretest scores from no more than a few months before the program and posttest scores at the conclusion of the program were obtained. Junior and senior year scores were also available for some students who chose to participate and for some who were invited but declined the invitation. Modest to large gains were observed for the summer participants as a group, both between the junior and senior scores and between the pretest and posttest scores. Gains were larger or smaller depending on which test preparatory agency provided the training, whether the measure was for the mathematics or verbal portion of the SAT, and on the race/geographic areas and gender of the students. Participants had greater increases in their SAT mathematics scores between their junior and senior years than did non-participants; however, this was not true for SAT verbal scores. Twelve tables and four figures illustrate the study. (Author/SLD)

ED 329 532 SP 032 928

Klausmeier, Herbert J.; And Others
The Wisconsin Center for Education Research. Twenty-Five Years of Knowledge Generation and Educational Improvement.
Wisconsin Center for Education Research, Madison.
PUB DATE- 90
NOTE- 269p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) a
DESCRIPTORS- Curriculum Development; *Educational Development; *Educational History; Educational Research; *Educational Researchers; Elementary Secondary Education; Graduate Study; Higher Education; *Program Development; *Research and Development Centers; *Schools of Education
IDENTIFIERS- *Wisconsin Center for Education Research

The mission of the Wisconsin Research and Development Center, established at the University of Wisconsin in 1964, was to improve education by conducting basic and applied research and carrying out development ideas, and through dissemination and demonstration. This book presents an historical overview of the center's activities. Chapter 1 traces the history of the center starting with a preparation period, 1954-1964, and provides an overview of both the continuity and changes in the center's activities from one period to the next. Chapter 2 describes the center's major programs to improve elementary schooling, 1964 to 1976, and secondary schooling, 1976 to 1989. In Chapter 3, 11 professors affiliated with the center from 1964 to 1989 give accounts of their knowledge-generating research. Six professors and their teams took major initiative for developing curricular programs and other products. They report their experiences as developers and researchers in Chapter 4. In Chapter 5, 10 former graduate students describe their center experiences and relate the experiences to their present careers. The present and 4 former center directors and 5 academic and clerical staff members give personalized accounts of their work in Chapter 6. The present and 2 former deans of the School of Education describe various facets of the relationship between the center and the school in Chapter 7. Chapter 8 highlights the center's accomplishments and provides some new information. (JD)

ED 329 550 SP 032 961

Pigge, Fred L.; Marso, Ronald N.

Relationships between Teachers' Academic and Personality Attributes and Changes in Teaching Anxiety during Training and Early Teaching.

PUB DATE- Feb 91

NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Ability; *Anxiety; *Beginning Teachers; Elementary Secondary Education; Higher Education; Individual Development; Locus of Control; Longitudinal Studies; *Personality Traits; *Program Attitudes; Socialization; Student Teachers; *Teacher Attitudes; Teaching Experience

The purpose of this longitudinal study was to ascertain whether or not prospective teachers' anxiety about teaching decreased through teacher training and the first year of teaching in accord with teacher development theory and whether or not longitudinal changes in anxiety about teaching were associated with selected academic ability and personal attributes of the teachers. A longitudinal sample of 63 subjects completed a measure of teaching anxiety upon commencement of their teacher training, after student teaching, and near the completion of their first year of full-time teaching. One- and two-factor repeated measures ANOVA procedures revealed that teaching anxiety decreased during teacher training and was related to the teachers' basic academic skills level, grades earned in education, locus of control orientation, and perceptions of the quality of their university training. The teachers with more anxiety about teaching evaluated the quality of their university training less positively than did those with less teaching anxiety; less academically able teachers expressed more anxiety about teaching at the beginning of teacher training than did the more academically able; and teachers with an internal as compared to an external locus of control expressed less anxiety about teaching during training and comparatively even less at the end of their first year of teaching. (JD)

not yet been reviewed. (TJH)

ED 329 580 TM 016 205

Bhola, H. S.

Management Information Systems for Basic Education: Discovering and Supporting Current Best Practice in Adult Literacy and Post-Literacy Evaluation.

PUB DATE- Mar 91

NOTE- 15p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Pittsburgh, PA, March 14-17, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Literacy; *Evaluation Methods; Evaluators; *Management Information Systems; *Models; *Program Evaluation; Self Evaluation (Groups)

IDENTIFIERS- Culture of Information; Internal Evaluation; *Naturalistic Evaluation; *Post Literacy Programs; Rationalistic Evaluation

A model of evaluation planning, implementation, and management is presented that includes: (1) a management information system (MIS) to provide a description of the size and scope of adult literacy and post-literacy programs (ALPPs); (2) naturalistic evaluation to provide insight into the meanings of ALPPs as experienced by participants; and (3) rationalistic evaluation of ALPPs. The model considers the MIS as the foundation stone of a dynamic culture of information. Naturalistic evaluation adds meaning to the data. Rationalistic evaluation is used to: make normative statements, make comparisons between groups, and assert correlations between particular variables. Implementing this model in international settings requires: commitment to internal evaluation; introduction of the model in settings providing technical assistance; and recognition of the outside evaluator's role as a skilled guest, qualified in the theory and methodology of evaluation. Meta evaluative objectives and the input of all stakeholders will be required to achieve a dynamic culture of information, reviewing both instrumental and moral questions. One figure illustrates the model. (SLD)

ED 329 595 TM 016 260

Abraham, Paul F.

The Reading Proficiency of Non-Native English Speaking Applicants to American Undergraduate Education: How Is It Assessed? How Should It Be Assessed? Qualifying Paper, Harvard University School of Education.

PUB DATE- Nov 90

NOTE- 58p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Applicants; College Entrance Examinations; College Second Language Programs; Comparative Analysis; *English (Second Language); Higher Education; *Language Tests; Predictive Validity; *Reading Achievement; Reading Tests; Undergraduate Study

IDENTIFIERS- *Test of English as a Foreign Language

English language assessment of non-native speakers of English (NNS) who apply for undergraduate study in the United States is examined. The analysis focuses on: the assessment of reading in light of its importance across the undergraduate curriculum, and the establishment of a base-line level of reading proficiency to which the proficiency of NNS can be compared. The paper addresses the following issues: the nature of college reading; current directions in reading assessment and the means by which these directions inform the assessment of applicants who are NNS; and the efficacy of the Test of English as a Foreign Language (TOEFL) as a measure of linguistic proficiency and college-level reading. The TOEFL is compared with other test instruments, and empirical evidence on the predictive validity of the TOEFL is reviewed. Historical perspectives are provided for both the college-level reading curriculum and the TOEFL. Insights from the developmental and skilled reading perspectives are also outlined. Reading theory and assessment, the direction of large-scale reading assessment, and skilled reading and assessment are discussed. The unique contributions of each of the three sections of the TOEFL to assessment of language ability are described. Recommendations relative to the use of the TOEFL that are pertinent to admissions officers, researchers in second language reading, and undergraduate faculty who teach NNS are offered. A 130-item list of references is included. (TJH)

ED 329 609 UD 027 665

Moore, Kristin A.; And Others
Adolescent Fertility: National File Machine-Readable Data File .
Child Trends, Inc., Washington, DC.
PUB DATE- Dec 87
NOTE- For other data files from this source, see UD 027 662-664.
LANGUAGE- English
EDRS-PRICE-
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; Adolescents; *Birth Rate; Birth Weight; Computer Software; *Early Parenthood; *Illegitimate Births; Infant Mortality; Microcomputers; National Surveys; *Neonates; *Pregnancy; Statistical Data; Unwed Mothers; Young Adults

This computer file contains recent cross sectional data on adolescent fertility in the United States for 1960, 1965, 1970, 1975 and 1980-85. The following variables are included: (1) births; (2) birth rates; (3) abortions; (4) non-marital childbearing; (5) infant mortality; and (6) low birth weight. Data for both teenagers and women aged 20-24 are included. The number of unmarried women by age is also included. The following features are included: (1) instructions are on-screen; (2) files can be manipulated to create several user-specified two-way tables; (3) population numbers can be percentaged; (4) longitudinal data can be indexed by year; and (5) individual tables can be printed. The files are used on a personal computer with Lotus 1-2-3, Versions 1A, 2.0 or higher. The data may also be retrieved by other programs that can import Lotus files, but the user may not be able to take advantage of all of the features. At least 512k of memory is needed, but 640k is recommended if the user loads other applications. FREQUENCY: Periodic. TYPE OF SURVEY: Population. POPULATION: Adolescents, Young Adults, Females. SAMPLE: . RESPONDENTS: . RESPONSE RATE: . YEAR OF EARLIEST DATA: 1960. YEAR OF LATEST DATA: 1985. (FMW)

ED 329 639 UD 027 954

Davies, Mark
Malcolm X: Another Side of the Movement.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Activism; Biographies; *Black History; *Black Leadership; *Black Power; Blacks; Childrens Literature; *Civil Rights; Clergy; *Racial Identification; United States History
IDENTIFIERS- *Malcolm X; Muslims

This biography for younger readers describes the life of Malcolm X, the African American religious and political leader who was prominent in a movement to unite black people throughout the world. The book presents an overview of the civil rights movement and documents Malcolm's role as an advocate for black separatism, black nationalism, and the Black Muslim movement. Highlights of Malcolm X's life include the following: (1) move to Harlem (New York) from Omaha (Nebraska) in 1942 at the age of 17; (2) imprisonment for a 7-year jail term for armed robbery in 1946; (3) conversion to the Muslim Nation of Islam in 1949; (4) release from prison in 1952; (5) assignment as minister of the Muslim temple in Harlem in 1954; (6) appointment as the first national minister for the Nation of Islam in 1963; (7) rift with and silencing by the Nation of Islam in 1963; (8) break with the Nation of Islam and founding of the Organization of Afro-American Unity (OAAU) in 1964; and (9) assassination in New York in 1965. The book includes a civil rights movement time line, a timetable of events in Malcolm X's life, suggested reading, and a list of 42 sources. (AF)

ED 329 565 TM 016 189

Williams-Robertson, Lydia
Feedback: Progress Report on the Science Academy of Austin.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; College Bound Students; Comparative Analysis; High Achievement; High Schools; *High School Students; Minority Groups; *Program Evaluation; School Districts; *School Statistics; Science Education; Science Teaching Centers; Secondary School Science; Sex Differences; Statistical Data
IDENTIFIERS- *Austin Independent School District TX; Fact Sheets; *Science Academy of Austin TX; Science Achievement

The achievement of students at the Science Academy of Austin, an academy located within a high school, is profiled. A study was conducted to compare Science Academy students to other high-achieving students in the Austin (Texas) Independent School District (AISD) and to predict levels of achievement. The results of this study indicate that Academy students exceeded the predicted gains in reading and mathematics at almost every grade level, with the exception of 10th-grade comprehension scores that were at the predicted level. Thirty-five percent of the graduating seniors at the Science Academy were recognized for academic excellence. The Science Academy has been phased in, one grade at a time, with enrollment limited to approximately 200 students. Enrollment of female students, at 45%, is approaching the distribution in the entire district. Recruitment and retention of minority students, particularly Blacks, are issues that confront the Academy. Hispanic enrollment has shown the greatest growth among ethnic groups. Science Academy graduates have been accepted into over 60 colleges nationwide. In 1989-90, the Science Academy had a much higher proportion (97%) of gifted students (those in honors courses), and fewer lower income students (11%) than did the AISD as a whole. The Science Academy had no limited English proficient or special education students during these years. Eight figures and three tables are included. (SLD)

ED 329 624 UD 027 901

Good Education in Oakland: Strategies for Positive Change. Report Summary.
Commission for Positive Change in the Oakland Public Schools, CA.
PUB DATE- Sep 90
NOTE- 29p.; For full report, see UD 027 900. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Long Range Planning; *School Community Relationship; *School Restructuring; Urban Schools
IDENTIFIERS- Oakland Unified School District CA

This summary of a report on strategies to improve education in Oakland (California) emphasizes that there is no magic solution to school reform and encourages ongoing community participation. The goal of school reform is a learning environment that enables all students to be competent, confident, conscious, and caring individuals and holds the school accountable for the delivery of equal education. The following conditions are essential: (1) effective school leadership; (2) rigorous, challenging curriculum and instruction; (3) effective staff; (4) parents as partners; (5) safety and security; and (6) outstanding district leadership. The following problems must be overcome: (1) low expectations of students; (2) inadequate funding; and (3) poor teacher preparation that leaves teachers unable to deal with diversity. The following change strategies are outlined: (1) build a system of staff renewal as the centerpiece for positive change; (2) construct a system of accountability for student outcomes; (3) make effective and equitable use of personnel and resources through planning; (4) demand honest assessment, aligned with community expectations, that charts a course of action; (5) use communication to empower all participants in the teaching and learning process; (6) promote the coordination of multiple community resources to respond to the life circumstances of students; and (7) commit to the principle of equity in the allocation and development of resources. A map illustrating elementary school boundaries is included. Statistical data are presented in nine graphs. (FMW)

ED 329 610 UD 027 666

Moore, Kristin A., Comp.
Adolescent Fertility . Facts-at-a-Glance.
Child Trends, Inc., Washington, DC.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Nov 88
NOTE- 8p.; The principal source of the statistical data presented here is the National Center for Health Statistics (DHHS).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- *Abortions; Adolescents; *Birth Rate; *Birth Weight; *Early Parenthood; Foreign Countries; *Illegitimate Births; National Surveys; *Pregnancy; Racial Differences; State Surveys; Statistical Data; Unwed Mothers

This fact sheet reports the most recent information available on adolescent fertility in the United States. The following information is included: (1) the number of births to all adolescents, except those 14 years old and younger, has declined between 1980 and 1986; (2) the smaller number of births is due to a smaller number of adolescents and a decline in the birth rate; (3) the proportion of births to unmarried adolescents has quadrupled between 1960 and 1986; (4) the percentage of unmarried 19-year-old females has increased and cohabitation has become increasingly popular; (5) the proportion of young mothers having low birth weight babies has declined since 1970; (6) more than four percent of females aged 15-19 had an abortion in 1983; and (7) declining adolescent birth rates have been achieved in foreign countries comparable to the United States and these declines have not been the result of a greater number of abortions. The following tables of statistical data are appended: (1) number of adolescent births, percentage of premarital births, and percentage of first births in 1986 by state; (2) births to unmarried White and Black adolescent mothers, percentage of low birth weight babies born to White and Black mothers aged 15-19 years, and births to Hispanic American adolescent mothers in 1986 by state; and (3) births to adolescent mothers in the 110 largest American cities in 1986. (FMW)

ED 329 640 UD 027 955

Mckay, Emily Gantz
Changing Hispanic Demographics.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- Aug 88
NOTE- 29p.; Type throughout document contains "filled" letters.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Blacks; Census Figures; Demography; *Economic Status; *Educational Attainment; *Hispanic Americans; *Population Trends; *Racial Differences; Whites

This report provides a demographic overview of Hispanics in the United States. Information was drawn largely from recent census figures. The following highlights are reported: (1) Hispanic Americans are the youngest and fastest growing minority group, but they are also more likely than non-Hispanics to drop out of school, be unemployed or underemployed, and live in poverty; (2) while Hispanic American educational attainment and economic status are improving, the economic gap between Hispanic Americans and Whites is widening; (3) inadequate education is the single greatest problem facing Hispanic Americans; (4) while Hispanic American men have a higher labor force participation rate than any other population group, they are much more likely than White men to be unemployed or underemployed; (5) while the labor force participation of Hispanic American women has increased, they have the lowest earnings of any population group; (6) the labor force participation of Hispanic American youth has decreased; (7) the income gap between Hispanic Americans and non-Hispanic Americans is widening; (8) just over half of all Hispanic American families have a female head of household, one of the major predictors of poverty; (9) Hispanic Americans are more likely to have children and live in larger families than other groups. The negative impact of these trends on the economy, child welfare, and social services are discussed. Statistical data are presented in 18 tables. A list of 16 references is appended. (FMW)

ED 329 533 SP 032 929

Reyes, Pedro, Ed.

Teachers and Their Workplace: Commitment, Performance, and Productivity.

PUB DATE- 90

NOTE- 317p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) .

DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Organizational Climate; Participative Decision Making; Research Utilization; *Teacher Attitudes; *Teacher Effectiveness; *Teaching Conditions; Work Attitudes

The 13 chapters of this book are written by scholars who have made significant contributions to school administration and to their own disciplines. After an introductory chapter on what research has to say about commitment, performance, and productivity, the discussion is presented in four parts: (1) empirical issues; (2) theoretical issues; (3) practical issues; and (4) epilogue. In Part 1, the data on teaching and work conditions are reviewed in the context of socio-psychological theories. The focus is on teacher efficacy at work, decision making, attitudes about work, and current efforts to enhance teacher performance. In Part 2, the theoretical issues concerning teacher commitment, performance, and productivity are addressed. Attention is given to sensitizing school administrators to the necessity of having a highly committed staff, to redefining organizational performance beyond traditional thinking, and to re-examining school productivity. Part 3 deals with the possible alternative options available for developing teacher commitment, managing school performance, and enhancing school productivity. Specific recommendations are given to the practitioner for developing effective ways to deal with these issues. Part 4 summarizes the basic themes presented in the book and addresses policy implications for school systems. It presents arguments for developing a vision that goes beyond traditional thinking for schools and school administration. Recommendations for further study of the main topics of the book are offered. (JD)

ED 329 551 SP 032 963

Fletcher, Stephen
The Relation of the School Environment to Teacher Efficacy.
PUB DATE- 12 Aug 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Decision Making; *Educational Environment; Grouping (Instructional Purposes); High Schools; *Self Efficacy; Social Cognition; Student Behavior; *Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- High School and Beyond (NCES)

This study defines efficacy for teachers as a teacher's sense of ability to function as an instructional leader in the classroom, and knowledge of, and contribution to, school instructional policy. A brief review of two previous studies indicates that school policies and the mission of the school tend to affect teachers' beliefs about their competence as teachers, and that the influence of school policy on efficacy may be indirect. It is hypothesized that a teacher's sense of efficacy is directly affected by perception of control over instruction in the classroom, indirectly affected by faculty influence on school instructional policy, and directly affected by perception of student ability to learn. The data used in the study were from the High School and Beyond Program, specifically the Administrators-Teacher Survey (ATS) distributed in 1984. The sample for analysis consisted of 6,173 teachers in 315 schools. Variable measures are described and the methodology used to analyze the resulting data is explained. Results indicated that teacher efficacy is affected by teacher beliefs about students' ability to learn, faculty influence over school policy, and faculty beliefs about student behavior. Teacher efficacy also appeared to be related to the degree teachers are involved in decisions regarding curriculum and student grouping for instruction. (JD)

Bhola, H. S.
Evaluation Implications of "Education for All": Focus on Adult Literacy.
PUB DATE- Mar 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Pittsburgh, PA, March 14-17, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Equal Education; Evaluation Methods; *Evaluation Needs; *Institutional Evaluation; *Program Evaluation; Qualitative Research
IDENTIFIERS- *Culture of Information; *Education for All; Internal Evaluation

The evaluative implications of adult literacy for all, as delineated by the World Conference on Education for All (held in Jomtien, Thailand, on March 5-9, 1990), are examined. These implications are presented in four interrelated sets related to different stakeholders at different parts of the system. The Education for All (EFA) initiatives encompass progressive concepts of development and education. Education is seen as a fundamental human right, and basic education for all is recognized as a historical moral imperative. The structure of an overall evaluation of the EFA initiatives should have two important aspects: (1) meta-purposes of developing and reinforcing a culture of information and building institutional capacity; and (2) focus on combining institutional accreditation with program evaluation. The evaluation system should incorporate the following principles: internal evaluation; macro-evaluation and micro-evaluation; necessary and sufficient data; quantitative and qualitative evaluation; and evaluation that serves the facilitator, program designer, and policy maker. The case study of a national evaluation of Swedish schools and adult education reflects these principles as they must be applied in EFA evaluation. A 13-item list of references is included. (SLD)

ED 329 596 TM 016 264

Tombokan-Runtukahu, Juliana; Nitko, Anthony J.
Translation, Cultural Adjustment, and Operationalization of the Construct of Adaptive Behavior.
PUB DATE- Feb 91
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adjustment (to Environment); *Children; Comparative Testing; *Construct Validity; Cross Cultural Studies; Cultural Differences; Culture Fair Tests; Elementary Secondary Education; Foreign Countries; *Mental Retardation; Special Education; Test Construction; *Test Reliability; Translation
IDENTIFIERS- *Indonesia; Normal Children; United States; *Vineland Adaptive Behavior Scales

Whether the construct of adaptive behavior, which has been developed and operationalized in western countries, could be successfully operationalized in a non-western country, Indonesia, was studied. Focus was on delineating procedures for cross-cultural adaptation and operationalization of the construct; creating an operationalization of the construct in an Indonesian setting; and investigating the construct validity of the operationalization by comparing it to its United States counterpart. A translated and culturally adapted version of the Vineland Adaptive Behavior Scales (VABS)--the Indonesian Adapted VABS (IVABS)--was prepared. The research project was concerned with the IVABS's capability to distinguish within and between Indonesian children with normal intelligence or mental retardation; the IVABS's capability to show age-based incremental changes in the adaptive behavior of Indonesian children that are comparable to incremental changes shown by the VABS with American students; the consistency of parents' and teachers' scores on the IVABS; patterns of relationships among IVABS scores, scores from other cognitive measures, and socioeconomic status; and the internal consistency of IVABS scores. Subjects were 43 children aged 6 to 18 years with mental retardation and a matched sample of 43 children of normal intelligence. Most behaviors judged appropriate in the western context were also appropriate in Indonesia; implications for transferring the construct to another culture are discussed. A 43-item list of references, seven tables, and four graphs are included. (SLD)

ED 329 625 UD 027 902

Good Education in Oakland: Community Agenda for Positive Change.
Commission for Positive Change in the Oakland Public Schools, CA.
PUB DATE- Apr 90
NOTE- 25p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Community Attitudes; Community Surveys; *Educational Change; Elementary Secondary Education; *Local Issues; Long Range Planning; *Outcomes of Education; *School Community Relationship; *School Restructuring; Urban Schools
IDENTIFIERS- *Oakland Unified School District CA

This agenda for educational improvement in Oakland (California) outlines community expectations of the school system and gives specific examples of what those expectations mean in practice. More than 800 individuals from neighborhood groups, churches, parent organizations, school district staff, and business and professional associations testified at a series of meetings and hearings held in Oakland from January through April 1990. The following expectations are discussed: (1) an ethical school system that teaches values and adheres to them; (2) success for school children; (3) teachers and principals who are competent and committed to excellence and hold high expectations for each child; (4) celebration of the diversity in the community; (5) school district accountability for carrying out its educational mission competently, efficiently, and equitably; (6) good working conditions for all school district staff and a safe, clean, hospitable environment for learning; and (7) a partnership between schools and the community because the schools alone simply cannot do all that the community wants done. A list of contributors is appended. (FMW)

ED 329 566 TM 016 190

Frazer, Linda
Dropout Report. 1989-90.
Austin Independent School District, Tex. Office of Research and Evaluation.

PUB DATE- Dec 90
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Cohort Analysis; *Dropout Rate; Dropouts; Graphs; Hispanic Americans; *School Districts; School Statistics; Secondary Education; Sex Differences; Statistical Data; *Student Attrition; Tables (Data); White Students
IDENTIFIERS- *Austin Independent School District TX

The school-year and annual dropout counts for high schools in the Austin (Texas) Independent School District are summarized for the past 7 years, 1983-84 through 1989-90, and for grades 7 and 8 for the past 6 years. Also reported are the current status of entering ninth graders of 1983-84 through 1989-90, and of the entering seventh graders of 1984-85 through 1989-90. Overall, the 1989-90 annual high school dropout rate (10%) was the lowest in 7 years, with Hispanics (14%) and Whites (6.3%) having the lowest rates for the period, and Blacks having the highest rate (12.8%) for the last 7 years. The junior high school dropout rate (5.5%) was the lowest in the past 6 years for every ethnic group except American Indians. As of October 1990, 25.4% of the students who entered the ninth grade for the first time in 1986-87 had dropped out. This rate for the class of 1990 was lower than that of the four preceding classes. Four-year dropout rates for the 1986-87 entering cohort were lowest for Whites at 20% and highest for American Indians at 36.4%, with 20.2% for Asians, 28.1% for Blacks, and 33.1% for Hispanics. The 1988-89 cohort of first-time seventh graders had the lowest dropout rate (7.0%) of the four cohorts being tracked. Forty-seven figures provide specific dropout information. Attachments contain 12 tables on specific cohorts. (SLD)

ED 329 641 UD 027 958

Bean Sprouts: A Television Series about Chinese-American Children.
Association of Chinese Teachers, San Francisco, Calif.; Chinese for Affirmative Action, San Francisco, Calif. Chinese Media Committee.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 18p.; A product of the Children's Television Project, San Francisco, CA.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Chinese Americans; *Cultural Differences; Educational Television; Elementary Education; Multicultural Education; *Racial Identification; Role Playing; Teaching Guides

This teaching guide accompanies a series of five half-hour television programs for children 7 through 12 years of age that depict Chinese American children in a variety of situations that foster a sense of group and individual identity. The emphasis of the series is on affective learning. The following issues are dealt with: (1) the ramifications of stereotypic thinking, of ethnic and racial prejudice, and of sexism; (2) the negative results of parental pressures on a child to excel; (3) the conflict between the child's need to explore beyond the family unit and the parents' natural protectiveness; (4) the embarrassment of feeling "different"; (5) apprehension about people from a different culture; and (6) how being open about thoughts and feelings can help others understand us. The following information is provided for each of the programs: (1) a synopsis; (2) the learning goals for the program; (3) questions for class discussion; (4) a suggestion for role-playing that can carry the discussion to a deeper level of learning; and (5) background information. Suggestions for teaching Chinese American children and a description of a method of role-playing are included. (FMW)

ED 329 534 SP 032 931

Tauber, Robert T.
Praise: It Beats Getting Hit with a Stick. Maybe!
PUB DATE- Feb 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Elementary Secondary Education; *Interpersonal Communication; *Positive Reinforcement; *Rewards; *Student Behavior; *Teacher Student Relationship
IDENTIFIERS- *Praise

Educators commonly consider praise an example of positive reinforcement. They are correct, but they may also be incorrect because the effect upon students of educators administering praise is influenced by the students themselves. Two situations, at least, exist where praise may not bring about its intended effect. Praise may be inappropriate when it is either perceived to be an evaluation or felt to be undeserved. For those perceiving praise as an evaluation, praise is something that has to be handled or coped with. Praise can also make the recipient feel manipulated. Those receiving praise that is felt to be undeserved must deal with mixed messages regarding their worth and with the perception that the sender of the message is lying. According to some of the literature, superior teachers are characterized by giving, among other things, only limited amounts of praise. Rather than spontaneously punctuating each student's actions with praise, teachers should become more informed, and thus more selective, in their use of praise. (JD)

ED 329 552 SP 032 964

Model Learner Outcomes for Physical Education. Teaching Learners To Think on Their Feet.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 89
NOTE- 94p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Development; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Health Promotion; Perceptual Motor Learning; *Physical Education; Physical Fitness; *Student Attitudes; *Student Behavior

This guide is designed to encourage educators as well as parents and community members to view physical education as an integral component of the school's educational program. It can be used for curriculum building and as an example of what represents current best practices in physical education. Model learner outcomes cover eight areas of study: (1) perceptual motor development; (2) developmental movement skills; (3) rhythm and dance; (4) health-related physical fitness and wellness; (5) group activities, team sports, and recreational activities; (6) individual/dual sports and recreational activities; (7) outdoor education; and (8) aquatics. There are a total of 83 model learner outcomes that cover all areas of study within the physical education curriculum. Each outcome represents a development or concept emphasis with the following focuses: psychomotor; cognitive; affective; multicultural; gender fair; and international/global. Each model learner outcome can have a measurable assessment item design to demonstrate the learner's attainment. (JD)

ED 329 582 TM 016 213

Shannon, David M.
Teacher Evaluation: A Functional Approach.

PUB DATE- Feb 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 13-17, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Computer Simulation; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Higher Education; *Job Performance; *Occupational Tests; Secondary School Teachers; Standardized Tests; *Teacher Evaluation; Test Construction; Test Format; *Test Use; Test Validity
IDENTIFIERS- Paper and Pencil Tests; *Simulation Test Interact Teach Competencies (Hays); Subject Content Knowledge; *Teacher Competency Testing

An overview is presented of methods of teacher assessment. The most heavily used methods of teacher assessment are standardized paper-and-pencil examinations and on-the-job ratings by supervisors. An alternative to the paper-and-pencil approach is explored, and preliminary evidence is presented in support of this assessment strategy. Paper-and-pencil tests have been criticized primarily for their lack of face validity and predictive validity. Ratings by supervisors have been criticized for: (1) lack of accurate measurement properties; (2) low predictive validity for student learning; and (3) halo effects. An alternative, a modification of traditional paper-and-pencil tests, is the Simulation Test of Interactive Teaching Competencies-Hays (STITC-H), developed by L. Hays. Four alternative courses of teacher action are presented for choice in the STITC-H using a slide projector and an audiocassette. Preliminary evidence from a study by Hays involving 46 experienced teachers, 30 student teachers, and 31 adults without teacher training suggested the usefulness of the test as a measure of teacher learning or experience. D. M. Shannon (1990) revised the STITC-H and investigated it with 25 student teachers and 78 non-education college students. Evidence of construct validity was obtained, and this alternative approach to testing teachers was supported. A 23-item list of references is included. (SLD)

ED 329 597 TM 016 265

Nitko, Anthony J.; Lane, Suzanne

Solving Problems Is Not Enough: Assessing and Diagnosing the Ways in Which Students Organize Statistical Concepts.

PUB DATE- 90

NOTE- 11p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cognitive Processes; Computer Assisted Testing; Educational Assessment; Higher Education; Knowledge Level; *Mathematical Concepts; *Measurement Techniques; *Problem Solving; *Statistical Analysis; Statistics; *Student Characteristics; Test Construction; Thinking Skills

IDENTIFIERS- *Conceptual Frameworks; MicroCAM

A conceptual framework is provided for generating assessment tasks that provide an instructor with a richer description of student reasoning/thinking than is possible by simply giving students problems to solve. The application of this framework is illustrated with material from introductory statistics courses which focus on: (1) sampling; (2) interval estimation; (3) point estimation; and (4) hypothesis testing. The authors adapt work done in mathematics by R. T. Putnam and others (1990) to the discipline of statistics. Statistical activities are related to a person's understanding of these activities. Examining these relationships provides a framework that helps guide statistics instructors in deciding which assessment tasks to create. The activities can be divided into: statistical problem solving; statistical modeling; and statistical argumentation. Five domains of cognition are defined: (1) understanding as representation; (2) understanding as appropriately integrated and organized knowledge structures; (3) understanding as connections between types of knowledge; (4) understanding as situated cognition; and (5) understanding as the active construction of knowledge. One table provides the framework for generating assessments by crossing activity domains with understanding domains. The use of MicroCAM, a microcomputer assisted measurement tool, is discussed within this framework. Two flowcharts illustrate pretest and posttest knowledge structures for a given student. (SLD)

ED 329 611　　　　UD 027 703

A Special Report on Mentoring from Project PLUS and the National Urban League, Inc.

PLUS (Project Literacy U.S.).

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Education Association, Washington, D.C.
PUB DATE- 90
NOTE- 9p.; Also funded by Chrylser Corporation Fund.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Youth; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Risk Students; *Literacy; *Mentors; Newsletters; Personal Narratives; *Role Models; Urban Programs
IDENTIFIERS- *African Americans; *Project Literacy U S; Urban League

This newsletter describes mentoring programs that have been successful in improving the academic achievement of at-risk African American youth. "Mentors Play Role in League's Education Push" (J. E. Jacob) describes the key role of mentors in the Urban League's Education Initiative. "Mentoring: Effective for Youth" (L. Sullivan) discusses the importance of adult role models in helping disadvantaged young African-American adolescents make important educational and career choices. "Rhode Island Program Targets At-Risk Students" uses a case study to describe the mentor-mentee relationships developed in a Providence (Rhode Island) program. "Role Models Important for African-American Youth" (L. Edmonson) discusses the need for role models to help African-American youth develop positive expectations. "Church-Based Group Helps Young Males" describes a health promotion program for African-American boys in the District of Columbia. "Florida Group Encourages African-American Excellence" describes a program that uses parents as mentors to foster high achievement. "Aim High" (G. E. Curry) emphasizes that mentors must have high expectations of their mentees. "Mentoring Has Group Focus in Michigan Program" describes a Flint (Michigan) program that uses a group approach and peer counseling. "PBS Mentoring Documentary Now Available" describes an hour-long videotape about mentoring. "From Doubt to Friendship" (M. B. Maxwell) describes the mentor-mentee relationship from the student's perspective. An 11-item bibliography is appended. (FMW)

ED 329 626 UD 027 909

Muir, Edward

Report of the School Safety Department for the 1989-90 School Year.

United Federation of Teachers, New York, N.Y.

PUB DATE- 90

NOTE- 22p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Elementary Secondary Education; Public Schools; *Safety; *School Security; *Teachers; Teacher Student Relationship; Urban Schools; *Victims of Crime; Violence; *Work Environment

IDENTIFIERS- *New York (New York)

This report analyzes information about violent incidents involving New York City teachers during the 1989-90 school year as reported to the United Federation of Teachers (UFT). The following findings are presented: (1) there was an increase of 26 percent over 1988-89 in the number of incidents reported (3,386) and a 41 percent increase in the number of serious incidents (assaults, robberies, and sex offenses); (2) the number of incidents reported was the highest since 1980-81; (3) there was a 70 percent increase over 1988-89 in the number of staff requiring medical attention as a result of incidents; (4) every incident category showed a double digit increase over 1988-89, except that of criminal mischief, which increased 5.4 percent; (5) special education schools and middle schools showed the greatest increases in incidents over 1988-89; (6) the number of schools rated as "unsafe" increased by 79 percent and those schools accounted for 56 percent of the total incidents reported; and (7) the number of times that teachers called the police increased by 68 percent over 1988-89. Recommendations for improving school safety are included. Statistical data are presented in 12 tables. (FMW)

ED 329 567 TM 016 191

The Research and Evaluation Agenda for the Austin Independent School District 1990-91.

Austin Independent School District, Tex. Office of Research and Evaluation.

PUB DATE- 90

NOTE- 172p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Tests; Agency Role; *Agenda Setting; Databases; *Educational Policy; Evaluation Research; Local Issues; National Programs; *Program Evaluation; *Research Needs; *School Districts; State Programs; *Testing Programs

IDENTIFIERS- *Austin Independent School District TX; Education Consolidation and Improvement Act 1981

The proposed activities of the Office of Research and Evaluation of the Austin (Texas) Independent School District in 1990-91 are outlined. Evaluations and other major projects focus on: (1) externally funded projects; (2) systemwide achievement testing; and (3) systemwide evaluation. Twelve evaluations will assess the impact of programs and grants funded by federal or state resources beyond the local district budget, including aspects of the Education Consolidation and Improvement Act. Testing programs mandated by state law and local policy will be coordinated and administered, including both nationally normed tests and the Texas Assessment of Academic Skills. Databases containing student, employee, and other school district information will be maintained and used to monitor local policies and mandates. This document presents all of the programs and requests included for study in 1990-91, the resources allocated to each, and plans for those evaluations finally adopted. For each program, a brief description and relevant issues with related evaluation questions and information sources are outlined. Both budget implications and exemplary school practices were expected to influence all evaluations. (SLD)

ED 329 642 UD 027 959

Boucher, Norman; And Others
The Franco File.
New York State Education Dept. , Albany. Bureau of Mass
Communications.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 43p.; Mimeograph quality.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Background; *Cultural Differences; *Culture Conflict; Educational Television; Elementary Education; Ethnic Groups; *Ethnicity; Multicultural Education; *Self Esteem; Teaching Guides
IDENTIFIERS- *Franco Americans

This teaching guide accompanies 10 half-hour television programs designed to improve the self-esteem of Franco-American children, 9-13 years of age. Each episode explores a specific area of contemporary Franco-American life in a northeastern mill town. The characters discover that their ethnic heritage and identity are often in conflict with life in America of the 1970s and 1980s. By working to resolve these conflicts, the characters discover the richness and validity of their Franco-American culture. The ambiance is bilingual and bicultural. The following materials are included for each program: (1) the learning objectives; (2) a summary; (3) notes on cultural or historical background; (4) questions for classroom discussion; (5) suggested follow-up activities; and (6) a list of teacher resource materials. Brief descriptions of the seven main characters are also included. (FMW)

ED 329 535 SP 032 932

Bower, Ann M.; Kosuda-Elacqua, Valerie

Facilitating the Professional Role of Special Education Teachers: Two Mentoring Models for Self-contained and Resource Classrooms.

PUB DATE- Feb 91

NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Mainstreaming; *Mentors; Models; Program Design; *Resource Teachers; *Self Contained Classrooms; Special Education; *Special Education Teachers; Student Needs

Two models for the mentoring of beginning special education teachers are presented. The first, the self-contained urban model, is a special education model designed by mentor teachers for beginning and experienced teachers of self-contained classrooms at both the secondary and elementary levels. Mentors work with interns for one full day each week when both are released on a regular basis from classroom instruction. Mentors are experienced, highly regarded special education teachers, with an ability to work with adults, who are matched with two interns. The second model is an experimental model for resource teachers that is expected to have a direct, positive effect on a maximum number of students and will be piloted in 1991-1992. This is a mentoring model that allows an experienced and a novice consultant teacher to work with exceptional students within the students' regular classroom environment, rather than being "pulled out" to receive support services. The concept is based on the placement of mildly handicapped students in the least restrictive environment. As a result, students are provided access to the regular curriculum. The potential strengths of these two models are described and some possible difficulties are noted. (JD)

ED 329 553 SP 032 967

Slater, Robert O.; Tashakkori, Abbas
The American School Teacher: Agent of Change or Keeper of Tradition?
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Change Agents; *Conservatism; Educational Change; Elementary School Teachers; Elementary Secondary Education; *Liberalism; Secondary School Teachers; *Teacher Attitudes; *Teacher Characteristics; *Traditionalism; Values

Observers of school reform typically point to teachers in explaining the slowness of educational reform. Results of a study of conservatism among teachers are presented in this document. A sample of 191 male and 617 female elementary and secondary school teachers was taken from the General Social Survey project, which has been conducted annually between 1972 and 1989. All of the yearly samples were combined and teachers were compared with the rest of the respondents. An analysis of the data suggests that teachers are not more conservative but are, in fact, slightly more liberal than the general population. They are, however, more conservative than those of comparable education. Thus, teachers exhibit both conservative and progressive elements, a duality that makes sense in terms of their role in society. Education is both a conservative and progressive force in society and teachers reflect this dual character. The data are displayed in eight tables. (JD)

ED 329 612 UD 027 704

A Special Report on Mentoring from Project PLUS and the Aspira Association, Inc.
PLUS (Project Literacy U.S.).
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Education Association, Washington, D.C.
PUB DATE- 90
NOTE- 9p.; Also funded by Chrylser Corporation Fund.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Dropout Prevention; *Dropout Programs; Education Work Relationship; Elementary Secondary Education; High Risk Students; Hispanic Americans; *Literacy; *Mentors; Newsletters; Personal Narratives; *Role Models; Urban Programs
IDENTIFIERS- Aspira Inc; *Hispanic American Students; Project Literacy U S

This newsletter describes mentoring programs that have been successful in improving the academic achievement of at-risk Hispanic American youth. 'Mentoring Programs Bring Results'' (L. F. Cavazos) discusses how mentoring programs can help Hispanic American youth develop the skills needed for success while preserving their cultural identity. 'Mentors: Effective Role Models, Advisors, 'Gate Openers''' (J. Petrovich) discusses the roles of mentors and emphasizes the need for comprehensive support programs in youth programming. 'National Policymakers Are Mentors in ASPIRA Program'' describes a leadership program that includes internships in the District of Columbia. '30-Year-Old Mentor Group Keeps Pace with Miami's Changes'' describes a program that uses bilingual mentors. 'Project Mentor: Adult Attention for Kids Who Need It'' describes a lunchtime program in Austin (Texas) that uses mentors from the business community. '"Guardian Angels' Work with Young Women in New York'' describes a program that links professional Hispanic American women with girls of similar background. 'Mentors Play Major Role in Dropout Prevention'' describes the role of mentors in a career development program in Denver (Colorado). 'Program Uses Video and Mentoring to Aid Literacy'' describes a mentoring program in San Antonio (Texas) that uses videotaping to maintain student interest. 'PBS Mentoring Documentary Now Available'' describes an hour-long videotape about mentoring. A 12-item bibliography is appended. (FMW)

ED 329 627 UD 027 925

Rexroat, Cynthia

The Declining Economic Status of Black Children: Examining the Change. Summary of Findings.

Joint Center for Political and Economic Studies, Washington, DC.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 90

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Black Family; *Black Youth; Census Figures; Children; *Child Welfare; *Economic Status; *Family Structure; Federal Legislation; *Regional Characteristics; Research Needs; Urban Areas

IDENTIFIERS- *Family Support Act 1988

This document summarizes a study that found a decline in the economic well-being of black children and families over the period from 1960 to 1985. Census figures were analyzed by region and for 45 metropolitan areas. The following key findings are reported: (1) the increase in the number of female-headed households is only one of several factors that have caused the increase in poverty among black children; (2) black families of every type suffered a decline in economic status; (3) young families are most likely to be poor because of a drop in employment and earnings for workers in their 20s; (4) children born to young never-married mothers who live in economically depressed areas and receive public assistance are most at risk of long-term poverty; (5) black children who live in the North are more likely to be poor in 1984 than in 1969, and their families are more likely to be categorized as the "dependent poor," deriving most of their income from public assistance; and (6) the economic status of black children who live in the South improved slightly between 1969 and 1984, and when their families are below the poverty line, they are more likely to be categorized as "working poor" rather than "dependent poor." The implications of the findings for the Family Support Act (FSA) are discussed. Areas for further research are suggested. Statistical data are presented in four graphs. (FMW)

ED 329 568 TM 016 192

Junker, Brian W.

Essential Independence and Likelihood-Based Ability Estimation for Polytomous Items.

Illinois Univ., Urbana. Dept. of Statistics.

SPONS. AGENCY- Office of Naval Research, Arlington, Va.

PUB DATE- 7 Jan 91

NOTE- 50p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Ability; Equations (Mathematics); *Estimation (Mathematics); Item Response Theory; *Mathematical Models; *Maximum Likelihood Statistics; *Test Items

IDENTIFIERS- Ability Estimates; *Essential Independence; *Polytomous Items; Unidimensionality (Tests)

A definition of essential independence is proposed for sequences of polytomous items. For items which satisfy the assumption that the expected amount of credit awarded increases with examinee ability, a theory of essential unidimensionality is developed that closely parallels that of W. F. Stout (1987, 1990). Essentially unidimensional item sequences can be shown to have a unique (up to change-of-scale) dominant underlying trait that can be consistently estimated by a monotone transformation of the sum of the item scores. In more general polytomous-response latent trait models (with or without ordered responses), an M-estimator based on maximum likelihood may be shown to be consistent for theta under essentially unidimensional violations of local independence and a variety of monotonicity/identifiability conditions. A rigorous proof of this fact is provided, and the standard error of the estimator is explored. These results suggest that the ability estimation methods that rely on the summation form of the log-likelihood under local independence should generally be robust under essential independence, but standard errors may vary greatly from what is usually expected, depending on the degree of departure from local independence. An index of departure from local independence is also proposed. A 33-item list of references is included. (Author/SLD)

ED 329 583 TM 016 217

Boekkooi-Timminga, Ellen
A Method for Designing IRT-Based Item Banks. Research Report 90-7.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Dec 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equations (Mathematics); Foreign Countries; *Item Banks; Item Response Theory; *Linear Programing; *Mathematical Models; Psychometrics; *Test Construction; Test Format
IDENTIFIERS- Rasch Model

Since 1985 several procedures for computerized test construction using linear programing techniques have been described in the literature. To apply these procedures successfully, suitable item banks are needed. The problem of designing item banks based on item response theory (IRT) is addressed. A procedure is presented that determines whether an existing item bank meets the test construction requirements. If not, the method indicates which items have to be added to the banks so that it will meet the requirements. The comparison of desired and present item bank characteristics, writing, and calibrating items continues until the characteristics of the item bank are acceptable. Four categories of characteristics are: (1) general characteristics (such as format); (2) subject matter characteristics (such as learning objective); (3) psychometric characteristics (such as IRT-parameters); and (4) user statistics. One figure illustrates the procedure. A 19-item list of references is included. (Author/SLD)

ED 329 598 TM 016 776

Measuring Progress toward the National Education Goals: Potential Indicators and Measurement Strategies. Discussion Document.
National Education Goals Panel, Washington, DC.
PUB DATE- 25 Mar 91
NOTE- 48p.; The address of the panel is: National Education Goals Panel, 1850 M. St., NW, Suite 270, Washington, DC 20036 (202) 632-0952.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Measurement Techniques; *National Programs
IDENTIFIERS- America 2000; *Educational Indicators; *National Education Goals; National Education Goals Panel

For six national education goals, the major objectives, significant issues and questions concerning measuring/monitoring the nation's/states' progress toward meeting these goals, a list of resource group membership, and an abstract of resource group interim reports are provided. The National Education Goals Panel--six governors, four members of the President's administration, and four members of Congress--enlisted the aid of six resource groups of educators, business people, and technical experts in identifying: which indicators best measure progress toward each goal, data for the panel's first annual progress report, and the content of future progress reports. The six goals state that by the year 2000: (1) all children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90%; (3) American students will leave grades 4, 8, and 12 having shown competency in challenging subject matter including English, mathematics, science, history, and geography, and every American school will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in the modern economy; (4) students in the United States will be first in the world in science and mathematics achievement; (5) every adult American will be literate and will have the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every American school will be free of drugs and violence and will offer a disciplined environment conducive to learning. Instructions and a form for submitting public testimony for panel consideration are included. One appendix presents sample questions concerning state systemic reform policies. (RLC)

ED 329 643 UD 027 976

SLIAG Advocacy Packet: A Guide for Community-Based Organizations.
National Council of La Raza, Washington, D.C.
PUB DATE- Apr 89
NOTE- 18p.; Prepared by the American Council for Nationalities Service.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrative Problems; *Community Organizations; *Educational Finance; Federal Legislation; Financial Support; *Immigrants; *Program Administration; *State Federal Aid
IDENTIFIERS- *Immigration Reform and Control Act 1986

This packet of materials is designed as a basic guide for community-based organizations (CBOs) interested in tracking the use of State Legalization Impact Assistance Grants (SLIAG) funds and in advocating that they be used efficiently and effectively. The SLIAG program was created under the Immigration Reform and Control Act of 1986 (IRCA) to assist states in providing public health, public assistance, and educational services to newly legalized immigrants. Many states are overly cautious in implementing SLIAG because the regulations are complex and difficult to implement, and the reimbursement formula is confusing. The following issues are discussed: (1) the allocation formula; (2) the definition of Eligible Legalized Aliens (ELAs); (3) administrative costs; (4) tracking; and (5) the current status of implementation. CBOs seeking SLIAG educational funding often encounter problems because of conflicting priorities and inefficient state administration. Eight suggestions for overcoming these difficulties are included. The following materials are appended: (1) a table illustrating the 1988 final SLIAG allotments, by state; (2) a list of contact persons; (3) a table illustrating federal offset figures, 1988-91; and (4) a table illustrating estimated legalization applications, by state of residence. (FMW)

ED 329 536 SP 032 933

Broyles, India L.
Teachers for Secondary Schools Program Handbook.
PUB DATE- Aug 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Clinical Supervision (of Teachers); College School Cooperation; Cooperating Teachers; Faculty Handbooks; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Program Content; Secondary Education; Student Teacher Supervisors; *Teacher Education Curriculum
IDENTIFIERS- Clinical Schools; *Professional Development Schools; *Teachers for Secondary Schools Program; University of Southern Maine

The Teachers for Secondary Schools Program (TSSP) is a one-year, intensive program for the preparation and certification of secondary school teachers. The program is inquiry-oriented, utilizing clinical training schools for program planning and delivery continuously during the year. Preservice interns from the University of Southern Maine are placed at one of five clinical training schools for a block of time. This handbook outlines TSSP policies and activities and describes pre-internship activities, coursework for interns and cooperating teachers, intern assignments and classroom activities, and intern evaluation, as well as the role, activities, and duties of the site coordinator, the university supervisor, and the school principal. Six TSSP special projects are briefly outlined: an electronic bulletin board linking the clinical training schools and the university, alliance with the College of Arts and Sciences, school improvement and restructuring, peer coaching, action research, and beginning teacher induction. Appendices include three observation forms for use by cooperating teachers, an intern evaluation form, and a reporting form used by interns to provide weekly reports to university supervisors. (IAH)

ED 329 554 TM 011 222

Keith, Timothy Z.; Novak, Christine G.

What Is the "g" That the K-ABC Measures?

PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Aptitude Tests; Factor Analysis; *Intelligence Tests; *Knowledge Level; Memory; *Problem Solving; Standardized Tests; *Verbal Tests
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

The K-ABC purports to be a fresh alternative to standardized measures of intellectual functioning, by virtue of separating measurement of acquired factual knowledge from measurement of the ability to solve novel problems. Some researchers have questioned this claim to the capability of distinguishing aptitude and achievement. By analyzing the "g" factor underlying the K-ABC, the present study attempts to determine whether the "g" factor is best conceived as an achievement or intellectual ability factor. Hierarchical confirmatory factor analysis was used to compare the "g" factor underlying the K-ABC subtests with the "g" factor underlying the Wechsler Intelligence Scale for Children-Revised (WISC-R). Results indicate that the "g" factor from the subtests of both instruments can distinguish intelligence from achievement. Another interesting finding was that the WISC-R third factor, normally labeled Freedom from Distractibility or Memory, appeared to have a strong quantitative component. While these results do not refute the K-ABC model, they add to a growing body of evidence supporting an alternative interpretation of the achievement subtests as measures of verbal reasoning and general intelligence. (TJH)

ED 329 628 UD 027 930

Zafirau, James S.

A Study of Student Flow-Through in the Cleveland City Schools: 1985-1989.

PUB DATE- Sep 90

NOTE- 45p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Age Grade Placement; Cohort Analysis; *Dropout Characteristics; Elementary Secondary Education; *Individual Differences; Racial Differences; Student Promotion; *Transfer Students; Urban Schools

IDENTIFIERS- *Cleveland Public Schools OH

This study of the "flow-through" of students through Cleveland (Ohio) Public School buildings between 1985 and 1989 followed four cohorts of students as they progressed through primary, upper elementary, intermediate, and high school buildings. At each level, the characteristics of "stable" students, who remained in the same building for the expected amount of time, were compared with those who transferred to other schools in the district and with those who withdrew from the district. The following key findings are reported: (1) while most elementary school students were stable, less than one in five high school students progressed through their four grades in 4 years; (2) nearly one-half of the high school students withdrew and one-fourth simply dropped out; (3) the majority of dropouts were overage; (4) nearly one-third of all high school students transferred; (5) over three-fourths of all stable students passed to the next grade each year; (6) compared to students who transferred and withdrew, fewer stable students were overage, more were average or above in reading comprehension, and more had an attendance rate of 90 percent or higher; (7) over two-thirds of the stable secondary school students and less than one-half of those who withdrew were black; and (8) many more of the stable students received subsidized lunches and lived with two parents than those who withdrew. Statistical data are presented in ten tables and four graphs. (FMW)

ED 329 584 TM 016 218

Berger, Martijn P. F.; Knol, Dirk L.

On the Assessment of Dimensionality in Multidimensional Item Response Theory Models. Research Report 90-8.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Dec 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Simulation; *Data Analysis; Equations (Mathematics); Factor Analysis; Foreign Countries; *Item Response Theory; *Mathematical Models
IDENTIFIERS- *Dimensionality (Tests); Eigenvalues; *Multidimensional Models

The assessment of dimensionality of data is important to item response theory (IRT) modelling and other multidimensional data analysis techniques. The fact that the parameters from the factor analysis formulation for dichotomous data can be expressed in terms of the parameters in the multidimensional IRT model suggests that the assessment of the dimensionality of the latent trait space can also be approached from the factor analytical viewpoint. Some problems connected with the assessment of the dimensionality of the latent space are discussed, and the conclusions are supported by simulated results for sample sizes of 250 and 500 on a 15-item test. Five tables contain data from the simulation; and 48 graphs illustrate eigenvalues and plotted mean residuals. A 46-item list of references is included. (Author/SLD)

ED 329 613 UD 027 721

McHale, George

Turning Point: A White Paper on the Course of Mentoring.

PLUS (Project Literacy U.S.).

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Education Association, Washington, D.C.

PUB DATE- 90

NOTE- 49p.; Proceedings of the National Mentoring Conference (Washington, DC, March 27-28, 1990). Also funded by Chrylser Corporation Fund.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Education Work Relationship; Elementary Secondary Education; High Risk Students; Literacy; *Mentors; Program Descriptions; *Program Effectiveness; *Role Models

This report summarizes the findings of a national conference on mentoring. Mentoring involves a structured relationship between two people, with the first imparting support, insight, and experience to the second. The following varieties of mentoring are discussed: (1) mentoring from the business community; (2) career mentoring within specific groups; (3) mentoring situations that demand specialized training; (4) mentoring within educational settings; (5) mentoring on the basis of language, culture, gender, or ethnic groups; (6) special needs or focus programs; (7) group mentoring; (8) youth-to-youth or peer mentoring; and (9) cross-age or intergenerational mentoring. The following realistic expectations of mentoring are outlined: (1) programs need to be linked to the greater community in order to be effective; (2) at-risk youth should be the primary target; (3) new programs should be based on the expertise of existing programs; (4) evaluations, research, and goal-setting must be pragmatically oriented and client focused; (5) mentoring can support students without being a burden for the school system; (6) mentoring should be viewed as a "strategy for success," not a "cure for ills"; and (7) the mentor often derives as much from the relationship as the student does. Recommendations concerning the role of government in mentoring programs and suggestions for a national association for mentoring are made. A list of the members of the conference planning committee and a list of the participants are appended. (FMW)

ED 329 569 TM 016 193

Spray, Judith A.; And Others
Comparison of Two Logistic Multidimensional Item Response Theory Models. Research Report ONR90-8.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Ability; Comparative Analysis; *Item Response Theory; *Mathematical Models; *Scores; *Test Items
IDENTIFIERS- Ability Estimates; *Multidimensional Models

Test data generated according to two different multidimensional item response theory (IRT) models were compared at both the item response level and the test score level to determine whether measurable differences between the models could be detected when the data sets were constrained to be equivalent in terms of item ''b''-values. The models chosen were the multiplicative multidimensional IRT model (non-compensatory) and a linear multidimensional IRT model (compensatory). Data on a 20-item test for 2,000 examinees were used. Although differences could be detected at the item level, these differences decreased as the correlation between examinee abilities increased. Furthermore, these item differences were small and could be considered unimportant or insignificant from a practical standpoint. No differences were found at the total test score level, and it was concluded that, at least for the data used in this study, the models were indistinguishable. Nine tables and eight figures present study data. (Author/SLD)

ED 329 599 UD 026 420

McBride, Andrew D.
A Perspective on AIDS: A Catastrophic Disease but a Symptom of Deeper Problems in the Black Community.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Black Community; Black Education; *Blacks; *Communicable Diseases; Community Health Services; *Epidemiology; *Health Education; *Health Needs; *Public Health

Acquired Immune Deficiency Syndrome (AIDS) is undisputedly the most significant public health problem facing the Black community today. From the outset, it was apparent that the disease disproportionately affected Blacks. In 1981, when AIDS was first identified, 21.5 percent of the first 107 cases were Blacks and Hispanics. This report discusses the following issues: (1) heterosexual spread of AIDS; (2) reporting of AIDS in the Black community; (3) peculiar clinical manifestations of AIDS in Blacks; (4) stigmatizing of Haitians in the United States; (5) the hemophiliac response to AIDS; (6) the gay movement response to AIDS; and (7) AIDS in Africa. The best epidemiological evidence suggests that the Black community should concentrate on the following primary means of transmittal of the virus: (1) sexual contact; (2) dirty drug needles; and (3) infection at birth as a result of the mother's disease.
Recommendations for each of these are made. Because the educational system is failing for Blacks, AIDS education in the schools will probably have little effect on the prevalence of the disease in the Black community. The Black community must work to solve the social, economic, and educational problems that contribute to the spread of AIDS. Data are presented on 2 tables. A bibliography of 17 items is included. (BJV)

ED 329 644 UD 027 990

Goodwin, Judy; And Others

Asian Remedial Plan: An Assessment of the Use of the ESOL Standardized Curriculum in New Instructional Model Schools. Report No. 9107.

Philadelphia School District, Pa.

PUB DATE- 91

NOTE- 66p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Asian Americans; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; *Limited English Speaking; Program Implementation; Remedial Programs; *Second Language Instruction; *Student Attitudes; Urban Schools

IDENTIFIERS- *Asian American Students; *Philadelphia School District PA

This report assesses the implementation of a curriculum for Asian limited-English-speaking students in Philadelphia (Pennsylvania), the staff development provided, and student perceptions of the program. Evaluation methods included intensive study of a random sample of 11 of the 32 sites, a teacher survey, and student focus groups. The following findings are reported: (1) teachers indicated the need for more hands-on training and demonstrations in the recommended approaches; (2) high percentages of teachers reported using most of the recommended approaches in their classrooms; (3) many teachers were not using the recommended Whole Language approach properly; (4) very few teachers used the recommended Total Physical Response (TPR); (5) the majority of teachers were using the recommended Cooperative Learning approach; (6) the majority of elementary and middle school teachers maintained contact with mainstream teachers, compared to only 26 percent of the high school teachers; and (7) students expressed the need to improve their pronunciation and speaking skills, writing, and reading comprehension. Statistical data are presented in six tables. The following materials are appended: (1) a list of the New Instructional Model Schools; (2) a calendar of professional growth programs; (3) a report on the evaluation of a staff development workshop; and (4) an analysis of the responses to the teacher survey. (FMW)

ED 329 537 SP 032 936

Activities for Drug Education in Years 9 and 10.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 89
NOTE- 90p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Drug Education; Foreign Countries; Secondary Education; *Self Esteem; *Social Development; *Teaching Methods
IDENTIFIERS- Australia

This handbook on drug education is written for teachers of students in the 9th and 10th grades. It is based on the philosophy that drug education requires a special kind of classroom climate and a classroom management style in which the teacher is not an instructor or expert, but a facilitator. The booklet helps teachers to understand why and how a deliberate strategy of building an effective classroom climate can lead to drug education that will help students live effectively in a drug-taking society. The approach recommended is a blend of self-esteem activities and personal and social skill development. Class activities are presented which enable students to explore attitudes and values, develop personal and interpersonal skills, and practice behaviors in a range of situations appropriate for midadolescents. (JD)

ED 329 555 TM 011 410

Terwel, J.

Implementation and Effects of a Program for Mixed Ability Teaching in Secondary Mathematics Education.

PUB DATE- Apr 88

NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ability Grouping; Academic Ability; Classroom Techniques; *Cooperative Learning; Foreign Countries; Grade 8; Junior High School Students; *Mathematics Instruction; Program Effectiveness; Program Evaluation; *Program Implementation; Secondary Education; *Secondary School Mathematics; *Small Group Instruction; *Teaching Methods

IDENTIFIERS- Netherlands

A program designed to help teachers in the Netherlands put a form of mixed ability teaching into practice was evaluated for its implementation and effects. Implemented with 14-year-old students, the program consisted of whole class instruction by teachers, followed by guidance of small groups and individuals. Cooperative learning in small groups, mathematics set in real life situations, and different levels in the learning process were features of the program. The program was compared with a more traditional program for pre-test and post-test results. Antecedents were measured by a pretest and attitude scale. Processes were measured by a student questionnaire, the PERception of the Curriculum In Action (PERCIA)-scale. Outcomes were measured by a parallel version of the pre-test for learning results in the cognitive domain. Implementation of this program had a positive effect on learning results. Differences in implementation found in various classes had a significant effect on learning results. Teacher training and guidance can reduce variations in implementation, although class composition remains an important factor. (SLD)

ED 329 585 TM 016 220

Rachal, Janella; Abshire, Barbara

State-Funded Program for High-Risk Four-Year-Olds, 1989-90
Evaluation Report.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
PUB DATE- Jul 90
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educationally Disadvantaged; *High Risk Students; Preschool Children; Preschool Education; *Preschool Evaluation; *Program Evaluation; Remedial Programs; School Districts; School Readiness; *State Programs; State Surveys
IDENTIFIERS- *Louisiana; *State Funded Program High Risk Four Year Olds LA

The Louisiana State-Funded Program for High-Risk Four-Year-Olds (SPHF) works to improve the readiness of preschool children eligible to enter kindergarten the following year who are at risk of being insufficiently prepared. This interim report qualitatively and quantitatively evaluates the implementation and effectiveness of the SPHF. Sixty-two (94%) of the state's 66 local school systems took part in the program, employing 83 teachers to instruct 1,653 high-risk 4-year-old students in 85 classes, most (90%) of which were full-day programs. These students represented 5.9% of the group considered at-risk. Participants were more often black than white, and were from families with incomes of $15,000 or less. All systems used pretest/posttest results to measure student progress. Local systems most frequently reported their major strengths to be program quality and staff quality. The major weakness was late or insufficient funding. Of all program graduates in kindergarten through grade 4, 81% were on grade level in terms of their progression through school. Although the SPHF reaches its target population, current funding levels severely limit the number of children served and the potential impact of program services on the entire at-risk population. A greater adherence to Department of Education criteria that are effective program correlates should facilitate the attainment of model program status among all participating systems. The SPHF has had a positive effect on the preparation of participants for entering the regular school program. An appendix contains the project description survey; other appendices contain information about a follow-up study and the regulations for the program. One figure illustrates the numbers and percent of high-risk 4-year-olds served, and 16 tables present study data. (SLD)

ED 329 629 UD 027 931

Baptiste, H. Prentice, Jr., Ed.; And Others
Leadership, Equity, and School Effectiveness.
PUB DATE- 90
NOTE- 273p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Access to Education; Administrator Role; *Educational Administration; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Excellence in Education; Females; Higher Education; Minority Groups; *School Effectiveness; Superintendents; Teacher Role
IDENTIFIERS- *Educational Leadership

This collection of essays focuses on the intersection between equity and excellence in educational leadership and urges a reconceptualization that gives appropriate consideration to women and ethnic and racial minorities. The book begins with an introductory chapter, entitled ''Equity and Excellence in Educational Leadership: A Necessary Nexus,'' by Martha M. McCarthy and L. Dean Webb. The succeeding chapters are divided into four sections. Section I, ''Leadership and Equity,'' includes the following chapters: (1) ''Introduction: Lessons from the Past and Directions for the Future'' (James E. Anderson); (2) ''Equity and the Educational Practitioner: A Leadership Model'' (Barbara A. Sizemore); (3) ''Facilitating Equity through the School Superintendency'' (J. Jerome Harris and Mae E. Kendall); and (4) ''The Quest for Equity: Imperatives for Administrators in Higher Education'' (Hugh J. Scott). Section II, ''Educational Environments That Promote Equity,'' contains the following chapters: (1) ''Introduction: Research on Equity in Learning Environments'' (Judith Walker de Felix); (2) ''Productivity and Equity'' (Herbert J. Walberg); (3) ''Compassion and Equity: Culture and English Literacy for Linguistic Minority Children'' (Henry J. Trueba); and (4) ''Classroom Language Use and Educational Equity: Toward Interactive Pedagogy'' (Christian Faltis). Section III, ''Instruction That Enhances Equity,'' consists of: (1) ''Introduction: Classroom Instruction That Enhances Equity'' (Hersholt C. Waxman); (2) ''Programs That Promote Educational Equity'' (Margaret Wang); (3) ''Instructional Organizational Practices That Affect Equity'' (Adam Gamoran); (4) ''Linguistic and Cultural Influences on Classroom Instruction'' (Yolanda N. Padron and Stephanie L. Knight); and (5) ''Teacher Effectiveness Research and Equity Issues'' (Jane A. Stallings and Jane McCarthy). Section IV, ''Educational Preparation for Equity,'' has the following chapters: (1) ''Introduction: The Challenge of Preparing for Equity'' (H. Prentice Baptiste, Jr.); (2) ''Administrative Preparation for Equity'' (Charol Shakeshaft); (3) ''Teacher Preparation for Equity'' (Geneva Gay); (4) ''Teacher Education That Enhances Equity'' (James B. Boyer); and (5) ''Educating Society for Equity'' (Carlos E. Cortes). Each chapter includes a list of references. Biographical information on contributing authors is appended. (AF)

ED 329 538 SP 032 938

Cardinal, Bradley J.

The Physiological and Health Response Elicited in 10,701 Females and Males Following a Nine Week Fast Fitness Circuit Training Program.

PUB DATE- 8 Feb 91

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adults; *Aerobics; Body Composition; *Exercise Physiology; Hypertension; *Muscular Strength; *Physical Fitness; *Program Effectiveness; Program Evaluation

IDENTIFIERS- *Fast Fitness Circuit Training

This study sought to determine the changes elicited following 9 weeks of fast fitness circuit training 4 days a week. Data were gathered for a 3-year time period on 5,993 female and 4,708 male volunteer subjects with a mean age of 27.6. A one-group pretest-posttest design was used. The independent variable consisted of 24 exercise stations equally distributed between strength and aerobic modalities in an alternating fashion. FFCT workout time was 27 minutes, 45 seconds. The mean change across participants in each of the dependent variables measured was: increase in muscular endurance (10 percent), strength (8.6 percent), flexibility (7 percent), and body weight (0.5 percent); decrease in body fat composition (4.3 percent), diastolic blood pressure (4 percent), systolic blood pressure (1.3 percent), resting heart rate (4 percent), and resting pulse rate (3.6 percent). It is recognized that these data may not have a causal effect; however, it was concluded that 9 weeks of FFCT may have accounted for the changes elicited in the subjects. The recommendation for future studies is to use a stronger research design and statistical procedures that allow for more definitive statements regarding the efficacy of FFCT. (Author/JD)

ED 329 570 TM 016 195

District and School Average Daily Membership Ranked in Order of Magnitude, Fall 1990.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Nov 90

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- Attendance; *Average Daily Membership; Elementary Secondary Education; *Enrollment; *Public Schools; School Districts; *School District Size; School Size; *School Statistics; State Surveys; Statistical Data; Tables (Data)

IDENTIFIERS- *Ranking; *South Carolina

School districts in South Carolina are ranked according to their 1990-91 average daily membership (ADM) from the 15-day attendance and membership report. Ninety-one geographic school districts are represented in addition to Palmetto Unified District, South Carolina Youth Services District, Felton Laboratory School of South Carolina State College, and the South Carolina School for the Deaf and Blind. The individual elementary schools, middle schools, secondary schools, special schools, and kindergartens are listed from largest to smallest according to the ADM figures. Ranks are intended only to compare the size of school districts and schools. Totals for the individual sections may not equal the state total due to rounding. There are 23 pages of tables of rankings. (SLD)

ED 329 600 UD 026 760

Schools of Choice: An Annotated Catalog of Key Choice Elements: Open Enrollment, Diversity and Empowerment.

Metropolitan Affairs Corp., Detroit, MI.; Oakland Univ., Rochester, MI. School of Human and Educational Services.

PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Case Studies; Catalogs; *Cultural Awareness; Cultural Differences; *Demonstration Programs; Elementary Schools; Elementary Secondary Education; *Open Enrollment; Parent Participation; Public Schools; *School Choice; School Community Relationship; Secondary Schools; State Surveys; Teacher Role; *Urban Schools

This catalog, an outcome of the Project To Access Choice in Education (PACE), lists examples of public schools throughout the nation offering choices in education. ''Schools of Choice'' are defined as those offering one or more of the following three dynamics: (1) open enrollment, the freedom for families to choose the elementary or secondary full-time public school of attendance; (2) teacher empowerment, the opportunity for a school staff to create their own organization and program components; and (3) diversity, the creation or organization of program components to reflect the diferences in student and community needs, interests, and preferences. Data were collected from a literature review, 200 mail surveys, interviews with authorities in the field of educational choice, and visits to school districts. Chapter 1, ''The PACE Project,'' discusses the PACE model, describes the research methodology, summarizes the survey findings, and draws conclusions and recommendations. Chapter 2, ''Case Studies,'' comprises detailed analyses of five school districts identified as representative of one or more of the three elements of choice. The districts (listed with their choice elements) are as follows: (1) Dade County Public Schools (Florida), Limited Open Enrollment/Diversity; (2) Detroit Public Schools (Michigan), Limited Open Enrollment/Diversity; (3) District 4--New York City (New York), Open Enrollment/Diversity/Empowerment; (4) Flint Public Schools (Michigan), Limited Open Enrollment/Diversity; and (5) Rochester City School District (New York), Limited Open Enrollment/Diversity. Chapter 3, 'Narratives of Other School Districts,'' provides brief descriptions of 26 school districts. Each narrative lists the choice options, address, phone number, contact person, brief enrollment and staff profile and a description of the choice options and how they are administered. The appendix contains a copy of the survey data verification letter, a 13-item annotated bibliography, and a 117-item bibliography. (FMW)

ED 329 614 UD 027 745

Ready, Timothy

Washington Latinos at the Crossroads: Passages of At-Risk Youths from Adolescence to Adulthood.

Catholic Univ. of America, Washington, DC. Dept. of Anthropology.

PUB DATE- 89

NOTE- 177p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Adjustment (to Environment); Adolescents; *At Risk Persons; Case Studies; Community Support; Educational Attainment; Employment Level; *Family Influence; High School Equivalency Programs; High Schools; Hispanic Americans; *Immigrants; Interviews; Longitudinal Studies; *Outcomes of Education; Postsecondary Education; Urban Areas

IDENTIFIERS- *District of Columbia; *Latinos

This longitudinal study describes the influence of family, friends, community organizations, and school on the educational and employment experiences of 146 immigrant adolescent Latinos in Washington (District of Columbia) between 1982 and 1988. All had attended a special high school for at-risk immigrant youth. The following key findings are reported: (1) many of the participants displayed several risk factors that indicated long-term poverty in 1982; (2) the most serious problems while in high school were immigration problems, culture shock, acute economic need, language barriers, and family tensions; (3) support from family, friends, community organizations, and school appear to have enabled the youths to avoid serious psychosocial adjustment problems; (4) despite the fact that most of the youths wanted to enter careers that required a college education, only 10 percent completed as much as 1 year of college; (5) 97 percent of the youth worked at jobs that paid adequate wages in 1988; (6) ethnicity was a major factor in choosing a mate, socializing, and participation in community organizations; (7) the great majority were optimistic about the future; (8) the challenges most frequently cited in 1988 were avoiding drug and alcohol abuse, overcoming negative peer pressure, working hard, setting goals, and accepting responsibility; and (9) motherhood appeared to be the primary determinant of a female's educational status. Fifty-one case studies are included. Statistical data are presented in 35 tables. A 69-item bibliography is appended. (FMW)

remains an important factor. (SLD)

ED 329 556 TM 014 484

Carifio, James; Lanza, Marilyn

Some Empirical Results of Using Non-Linear Scoring Procedures for Yudofsky's Overt Aggression Scale.

PUB DATE- Apr 90

NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, April 13-17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aggression; Models; Predictive Validity; Psychological Testing; *Psychometrics; *Rating Scales; *Scoring

IDENTIFIERS- Catastrophe Theory; Discontinuity; Empirical Research; *Nonlinear Models; *Overt Aggression Scale (Yudofsky); Vignettes; Zeeman Effect

The Yudofsky scale is considered to be one of the best scales for measuring aggressive behavior developed to date. One of the chief shortcomings of the scale, however, is appropriate methods for scoring it in ways that make the resulting scores well-suited for data analyses. The basic scoring problem with the Yudofsky scale is that the scale is inherently discontinuous and non-linear; more specifically, it is a logical rather than classical psychometric scale. A variety of alternative scoring procedures are explored and compared empirically for the Yudofsky scale through an assault vignettes validation experiment conducted using a modified version of the scale. A simple approximation to C. E. Zeeman's swallowtail catastrophe theory model proved to be the best of all the procedures examined. The swallowtail scoring model produced Yudofsky scale scores that discriminated out control (verbal aggression only) from mild and severe assault vignettes with ratio level mean differences between the three vignette types as one would predict for these vignettes. The swallowtail scores were also logically coherent, directly interpretable, and psychometrically excellent. Catastrophe theory--a theory and mathematics of discontinuous and non-linear phenomena--was used effectively to score discontinuous and non-linear logical scales. Two tables are included, 13 references are attached, and the overt aggression scale is appended. (Author/TJH)

ED 329 571 TM 016 196

Pupils in South Carolina Schools 1989-90. Volume 11.
South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Nov 90
NOTE- 96p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Average Daily Membership; Elementary Secondary Education; *Enrollment; Ethnic Groups; Minority Groups; *Public Schools; Racial Composition; *School Demography; School Districts; Sex Differences; State Surveys; Statistical Data; *Student Characteristics; Tables (Data)
IDENTIFIERS- *South Carolina

Characteristics of students in South Carolina schools are provided for the 91 geographic school districts and the special schools and districts funded through the Department of Education. Within the districts, schools are arranged alphabetically. The sex distribution and racial and ethnic compositions of students in each school are provided. School attendance is described in terms of rural, urban, or mixed. Student average daily membership counts were rounded at the school level; totals may vary from the source documents due to this rounding. In the 1989-90 school year, the Department of Education funded 417,754 students at the elementary level, 195,951 students at the secondary level, and 1,202 students in combined level schools. Approximately 42% of the membership was made up of minority students and 49% of the membership was made up of female students. Direct instructional services were rendered to students by 35,629 full-time equivalent teachers. Approximately 13% of all secondary-level students were served by 49 area vocational centers that specialized in occupational training. Excluding all special schools, the smallest school had a membership of 10 students, and the largest high school had a membership of 2,549 students. Forty-two pages of tabulated data, a glossary of terms, and a list of source documents are included. (SLD)

ED 329 586 TM 016 225

Overbaugh, Richard C.

Research Based Guidelines for Computer Based Instruction Development.

PUB DATE- Feb 91

NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 13-17, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software Development; *Courseware; Elementary Secondary Education; *Guidelines; Learner Controlled Instruction; *Research Utilization; *Theory Practice Relationship

Guidelines are presented for the development of computer-based instructional materials. Steps in courseware development defined by M. D. Roblyer (1988) include: (1) instructional design; (2) preprograming development; and (3) programing. The emphasis is on instructional design, the most time-consuming part of the task. Preprograming development and the actual programing convert the planning to courseware. The first step in instructional planning involves identifying overall instructional content, objectives, and conditions of the course. Once a general course sequence (such as elaboration, inquiry learning, or discovery learning) is identified, task analysis can begin to identify: learning hierarchy; student model; and instructional environment. The second phase of instructional design includes developing individual lessons based on the parameters from the first phase. The instructional set is designed, and teaching strategies are determined. Performance eliciting and assessing is a third step, which must include effective techniques for providing appropriate feedback. The fourth step involves consideration of issues specific to computer-based instruction, such as: learner control; anxiety reduction; cuing; mnemonics; and personalization. A 48-item list of references is included. (SLD)

ED 329 539 SP 032 940

The South Carolina Framework for Dance Education.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 90
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Values; Affective Objectives; Cognitive Objectives; *Creative Development; *Dance Education; Elementary Secondary Education; Learning Activities; *Perceptual Motor Coordination; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *South Carolina

The materials in this dance curriculum framework are detailed and sequentially organized by age groups in order to provide a maximum amount of assistance for teachers in building dance lessons. There are four major components: Aesthetic Perception, Creative Process, Dance Heritage, and Aesthetic Valuing. The interrelatedness of the four components are demonstrated by paralleling, by grade level, the suggested learning outcomes from the detailed outlines for each major component. The detailed outline for each component identifies the overall key components, the sub-components, and their smaller elements. The development of the sample learning outcomes reflects potential for sequencing learning experiences in the k-12 curriculum. (JD)

ED 329 615 UD 027 750

Oakes, Jeannie; And Others
Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 90
NOTE- 152p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Blacks; *Educational Opportunities; Elementary Secondary Education; *Equal Education; High School Students; Hispanic Americans; *Mathematics Education; Multivariate Analysis; *Science Education; *Socioeconomic Status
IDENTIFIERS- African Americans

This study examines the way the nation's educational system distributes opportunities to learn mathematics and science among various groups of students. Participation and achievement in mathematics and science by women, minorities, and the poor is disproportionately low. Minorities and the poor, especially in inner cities, have considerably fewer opportunities to learn science and math, largely because of the kinds of schools they attend. The section titles of this report are as follows: (1) ''The Distribution of Opportunity''; (2) ''The Effects of Student Characteristics on Opportunity''; (3) ''Access to Science and Mathematics Programs''; (4) ''Access to Qualified Science and Mathematics Teachers''; (5) ''Access to Resources''; (6) ''Classroom Opportunities: Curriculum Goals and Instruction''; and (7) ''Implications.'' An appendix provides a classification of courses offered at the secondary schools included in the sample. A 133-item reference list is included. (DM)

ED 329 630 UD 027 932

Madden, Nancy A.; And Others

Success for All.

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 22p.; Also sponsored by France and Merrick Foundations.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; *Early Intervention; *Educational Finance; *High Risk Students; Models; *Prevention; Primary Education; Program Effectiveness; *Reading Achievement; Reading Difficulties; Urban Schools
IDENTIFIERS- Baltimore City Public Schools MD; Success for All Program MD

''Success for All'' is a compensatory education program based on prevention and early intervention that has proven successful in significantly increasing the reading performance of disadvantaged and at-risk primary grade students, as well as reducing retentions and special education placements. The program directs all aspects of school and classroom organization toward preventing academic deficits from appearing, recognizes and intensively intervenes when any deficits do appear, and provides a rich and full curriculum. The following program elements are described: (1) reading tutors; (2) regrouping for reading instruction; (3) 8-week student progress assessments; (4) preschool and kindergarten; (5) family support teams; (6) program facilitators; (7) teachers and teacher training; (8) special education; and (9) advisory committees. The program has been implemented and evaluated in six urban schools and one rural school. Participants far outperformed matched control students on individually administered reading tests. Evaluation findings also emphasize the importance of beginning the program no later than the first grade and the role of financial resources. Statistical data are presented in two tables. A list of 18 references is appended. (FMW)

ED 329 557 TM 015 568

Rasinski, Kenneth A.; West, Jerry

Eighth Graders' Reports of Courses Taken during the 1988 Academic Year by Selected Student Characteristics. National Education Longitudinal Study of 1988. E.D. TABS.

National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Jul 90

NOTE- 68p.; Data Series: DR-NELS88-88-1.5.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Catholic Schools; Courses; Course Selection (Students); Elementary Education; *Elementary School Students; *Grade 8; *National Surveys; Private Schools; Public Schools; Statistical Data; *Student Characteristics; *Tables (Data)

IDENTIFIERS- *Course Taking Patterns; *National Education Longitudinal Study 1988; National Probability Sample; Self Report Measures; Student Surveys

This set of tables examines self-reports of coursework taken by a national probability sample of eighth graders in public and private schools in the United States. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). NELS:88 figures on eighth graders provide a baseline for assessing progress in high school. Estimates in the tables are based on a sample of 24,599 students in 1,052 schools across the nation. The estimates project to about 3,008,080 eighth graders in about 38,774 eligible public, private, and Catholic schools during the 1988 school year. Exclusions to the sample are discussed in the technical notes following 45 pages of tables. Three basic sets of tables on self-reported course-taking are provided in the areas of: (1) mathematics, science, and computer education (Tables 1.1 to 1.5); (2) English, foreign language, history, social studies, and religion (Tables 2.1 to 2.5); and (3) arts, vocational education, and personal development (Tables 3.1 to 3.5). Within each set of tables, the first table shows course-taking across all schools. Subsequent tables show course-taking for public, Catholic, independent private, and other private schools. In addition to information about the sample, the technical notes contain information about survey design, response rates, variables used in the tables, and methods for estimating standard errors. An appendix contains unweighted sample sizes for levels of classification variables. (SLD)

Ward-Besser, Gail; Brigman, Sue H.

Membership Projections for South Carolina Schools 1991 through 1996.

South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Nov 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Average Daily Membership; Birth Rate; Educational Trends; Elementary Secondary Education; *Enrollment Projections; Enrollment Trends; *Predictive Measurement; *Public Schools; School Demography; *School District Size; School Statistics; State Surveys; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *South Carolina

Membership projections are presented for South Carolina schools (excluding South Carolina Youth Services, Palmetto Unified, Felton Laboratory School, and South Carolina School for the Deaf and Blind) for the period 1991 through 1996. Membership projections are calculated annually using average daily membership (ADM) (enrollment) in conjunction with the cohort-survival procedure to give insight into trends within the state and individual school districts. Because of rounding, the sum of projections by grade may not equal the district total, and the sum of district totals may differ from state results. By the 1995-96 school year, the ADM for kindergarten through grade 12 in the South Carolina public schools is projected to reach 663,100, an increase of 49,900 (8.1%) over the 1989-90 school year, which will result from an expected average growth of about 8,300 each year. This projected increase is largely due to the rising number of live births in the state, net in-migration, student transfers from private schools, and student retentions. Specific projections for 1990-91 through 1995-96 show that: membership in kindergarten through grade 6 will continue to increase; membership in grades 7 and 8 will increase; membership in grades 9 through 12 will continue to decrease through 1990-91 and then increase each successive year; membership in 32 districts will decline; membership in 33 districts will increase consistently; membership in 25 districts will show some increases; membership in one district will stay constant; and membership in private schools will remain at the 1989-90 level. Caution is warranted because these projections depend on the constancy of cohort-survival ratios. Seven figures and 12 data tables are included. (SLD)

ED 329 601 UD 027 028

"Caring for Young Black Children at Risk in Louisiana." U.S. House of Representatives, Select Committee on Children, Youth, and Families Hearing Summary (New Orleans, Louisiana, July 14, 1989).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 14 Jul 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Black Youth; Childhood Needs; *Child Welfare; *Demonstration Programs; Early Childhood Education; *Health Needs; Hearings; Low Income States; *Minority Group Children; Poverty; Young Children
IDENTIFIERS- Congress 101st; *Louisiana

This document summarizes a field hearing that examined the problems faced by low-income young black children in Louisiana, as well as successful home-, community-, and school-based early intervention programs. Thirteen witnesses testified primarily on child care needs and the health status of the State's children. The following problems were discussed: (1) the connection between the State's poor economic status and the failure of the educational and welfare systems to produce a trained workforce; (2) adolescent pregnancy; (3) substandard public housing and inadequate child care; (3) the breakdown of the black family; (4) access to health care services; and (5) child abuse. The following programs were described: (1) Home Instruction Program for Preschool Youngsters (HIPPY), a home-based preschool education program for disadvantaged 4- and 5-year-olds using parent peer tutors; (2) Louisiana Early Childhood Development Project, which expands the New Orleans Public School District's preschool program; (3) National Council of Negro Women's Teen Pregnancy Program, which provides classroom training and counseling; (4) Pediatric AIDS Program (PAP), which collaborates with a hospital to identify, support, and treat infected mothers early in pregnancy and care for AIDS-exposed babies. A fact sheet on young children at risk in Louisiana is appended. (FMW)

ED 329 540 SP 032 943

Linking Performance to Rewards for Teachers, Principals, and Schools. The 1990 SREB Career Ladder Clearinghouse Report.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jan 91
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Incentives; *Mentors; National Surveys; Program Development; *Program Evaluation; Program Implementation; *State Programs

Information compiled from 50 states is presented to help schools, districts, and states look for answers on how to best provide incentives to improve education. Five key questions are addressed: (1) Are states linking rewards to performance of teachers or students? (2) Are incentive programs creating new roles for teachers and principals? (3) Are states continuing to fund incentive programs? (4) What has changed in schools because of incentive programs? and (5) What is the outlook? A chart lists state actions on incentive programs for each of the 50 states in 1990. The chart provides information on each state in the following areas: local initiative; pilots with state funding and/or assistance; full implementation of state program; state program under development; discussion--no legislative action pending; and type of program (e.g., teacher incentive, career ladder, mentor teacher). A narrative description is given of the program implemented or under consideration for each individual state. (JD)

ED 329 587 TM 016 231

Roid, Gale H.

Historical Continuity in Intelligence Assessment: Goals of the WISC-III Standardization.

PUB DATE- Aug 90

NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, 'Papers Presented at...'' (150)

DESCRIPTORS- Children; Cognitive Measurement; Diagnostic Tests; Educational History; Elementary Secondary Education; *Intelligence Tests; Item Bias; Psychological Testing; Social Science Research; *Standardized Tests; *Test Construction; Trend Analysis

IDENTIFIERS- Revision Processes; *Standardization; *Wechsler Intelligence Scale for Children (Revised)

The development and standardization of the third edition of the Wechsler Intelligence Scale for Children-Revised (WISC-R) are described. The existence of documented historical trends was a significant factor in the project to revise the WISC-R, which is the most widely used intelligence battery in North America. Development of the third edition (WISC-III) began in the mid-1980's. An extensive array of research studies was conducted to enhance the subtest composition and characteristics of the third Wechsler factor. Improvements to the subtest included: (1) expanding the object assembly subtest; (2) adding modernized artwork; (3) improving the coding subtest; (4) extending the normative range of subtests; (5) minimizing item bias; and (6) beginning development of supplementary materials and tests. The major features of its predecessor were kept in the WISC-III for historical continuity. In addition, greater downward age compatibility was created because of the recent revision of the preschool scales. One flowchart illustrates the Wechsler Model of Intelligence. A 30-item list of references is included. (SLD)

ED 329 616 UD 027 795

Hard Questions/Straight Answers: Child Care Policy for New York State. Second Year Report of the New York State Commission on Child Care.

New York State Commission on Child Care, Albany.

PUB DATE- Oct 86

NOTE- 130p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Childhood Needs; *Day Care; Economically Disadvantaged; Elementary Education; *Family Problems; *Government Role; Preschool Education; State Government; *State Programs

IDENTIFIERS- *New York

New York State's families, especially economically disadvantaged families, have a pressing need for available, accessible, affordable, quality child care. Recommendations to the New York State Legislature for providing such care are grouped according to the following principles: (1) all families should have access to child care services; (2) the state must set standards for child care programs, establish procedures to monitor and enforce those standards, and ensure the involvement of parents in their children's care; (3) the provision of high-quality child care requires special skills and training and a sound knowledge of child development; (4) neither government nor employers can meet the need for child care without cooperation; and (5) the provision of quality child care requires planning and coordination, adequate funding, effective funding methods, and reliable information. Statistical data are presented in four tables and one graph. A glossary and a 100-item bibliography are included. The following materials are appended: (1) a proposed bill before the New York State Legislature to create a child care resources and referral program; (2) a request for proposals for school-aged child care programs; (3) the Head Start immunization schedule; (4) an outline of health care considerations in child care; (5) the nomenclature developed by the National Association for the Education of Young Children; and (6) a chart illustrating New York State Department of Social Services child care programs. (FMW)

ED 329 631 UD 027 933

Success for All. CREMS Report.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; *Economically Disadvantaged; Grade Repetition; *High Risk Students; Primary Education; *Program Effectiveness; *Reading Achievement; *School Restructuring; Urban Schools
IDENTIFIERS- Baltimore City Public Schools MD; *Maryland (Baltimore); Success for All Program MD

"Success for All" is a compensatory education program that significantly increased the reading performance of disadvantaged primary grade students in a Baltimore (Maryland) elementary school while also reducing retentions and special education placements. The program concentrates resources in kindergarten through grade three and uses research-based instructional programs to insure that all students will be performing at grade level by the end of the third grade. A first-year evaluation compared participants with a control group at a similar school. The following key findings are reported: (1) participants outscored controls on a variety of measures of reading readiness and reading comprehension; (2) only one participant was retained at the end of the year; and (3) only two participants were referred to special education for learning problems. The following program elements are described: (1) preschool and kindergarten; (2) family support teams; (3) regrouping for reading instruction; (4) reading tutors; (5) individual academic plans; (6) program facilitators; (7) teacher training; and (8) advisory committees. The program appears to indicate that school restructuring can succeed in producing a school where all students will be on grade level. Plans for program expansion and future evaluation issues are discussed. A 10-item bibliography is appended. (FMW)

ED 329 541 SP 032 944

Merseth, Katherine K.
The Case for Cases in Teacher Education.
American Association for Higher Education, Washington, D.C.;
American Association of Colleges for Teacher Education,
Washington, D.C.
PUB DATE- Jan 91
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; *Critical Thinking; *Discussion (Teaching Technique); Higher Education; Problem Solving; Professional Education; *Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- *Case Method (Teaching Technique)

This monograph argues that the case method of instruction, used effectively in legal and medical education, offers unique potential for revitalizing the field of teacher education. A description of the use of the case method in two different teaching sessions demonstrates how the method can exemplify the way a teacher frames and solves a dilemma and encourage students to diagnose, justify, and reflect on alternative action plans. In arguing the potential of the case method, several key questions are addressed: (1) What is meant by the ''case method,'' and what purposes has the case method served in other professional fields? (2) How do the capabilities of the case method match up with the necessary components of the teacher education curriculum? and (3) If the case for cases in teacher education is compelling--as this monograph argues that it is--what will it take to move ahead and build the case method into existing teacher education curriculum and instruction? For institutions recognizing education as a professional field, the case method of instruction offers one effective pedagogical method by which to operationalize this belief. (JD)

ED 329 558 TM 015 794

Greeno, James G.; And Others
Processes and Knowledge in Designing Instruction.
Stanford Univ., Calif.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 5 Oct 90
NOTE- 170p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Students; *Computer Assisted Instruction; *Education Majors; Higher Education; High Schools; *Instructional Design; *Knowledge Level; *Problem Solving; Protocol Analysis; Teacher Education
IDENTIFIERS- Process Research

Results from a study of problem solving in the domain of instructional design are presented. Subjects were eight teacher trainees who were recent graduates of or were enrolled in the Stanford Teacher Education Program at Stanford University (California). Subjects studied a computer-based tutorial--the VST2000--about a fictitious vehicle. The VST2000 has alternate sources of energy, which are displayed on a computer screen along with switches that can be manipulated using a mouse. By changing switch settings, users can change connections between different components and component states, resulting in simulated operation of the vehicle. One day after studying the VST2000, each subject designed instructional materials concerning: how to operate the vehicle; and general principles of energy storage, extraction, conversion, transportation, and use illustrated by the vehicle. A scheme for coding the protocols was developed, considering three aspects of the process of design problem solving: (1) subproblems; (2) types of knowledge used; and (3) problem-solving operation. Data from the eight protocols are presented, showing variations among designers in relative amounts of work on subproblems, their use of knowledge types and operators, and patterns over time in problem-solving activity. Variables used in this analysis are considered as general features of design problem solving and are discussed in relation to several published analyses in several domains. Forty-four figures; a 26-item list of references; and six appendices, including the text of the computer tutorial, are included. (SLD)

ED 329 573 TM 016 198

Teacher Salary Study 1990-1991.
South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Feb 91
NOTE- 110p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Degrees (Academic); *Elementary School Teachers; Elementary Secondary Education; Librarians; *Public Schools; School Counselors; School Districts; School Statistics; *Secondary School Teachers; *State Surveys; Statistical Data; Tables (Data); Teacher Qualifications; *Teacher Salaries; Teaching Experience
IDENTIFIERS- *South Carolina

Tabulated data on salaries of elementary school and secondary school teachers are reported for South Carolina for the 1990-91 school year. Salary schedules are presented for the state as a whole, the 91 geographic school districts, and two special school districts: Palmetto Unified School District, and South Carolina Department of Youth Services. The ranks of salary schedule values and the average salary values are displayed only for the 91 geographic school districts. The Palmetto Unified School District and South Carolina Department of Youth Services were excluded in the rankings since teachers in these districts are employed for 235 days. Data are shown by teacher's degree level and years of experience, with data on differences from the previous year. Summary data are shown for each school district for combined average salaries of teachers, librarians, and guidance counselors. School district rankings are provided. The 1990-91 State Minimum Salary Schedule (SMSS) represents an increase of about 3.2% above the 1989-90 SMSS. Eighty-one school districts pay a beginning teacher a higher salary (from 0.1% to 12.25% higher) than required by the 1990-91 SMSS. Ten school districts pay teachers according to the 1990-91 SMSS. The 1990-91 etimated average salary is $28,174, a 3.5% increase over that for 1989. (TJH)

ED 329 588 TM 016 243

Salzman, Stephanie A.; Girvan, James T.

Evaluation of AIDS Prevention Education Programs: A Rural Schools Model.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- Apr 91

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Data Collection; Educational Policy; *Health Education; Health Promotion; Models; Prevention; *Program Evaluation; Public Schools; *Rural Schools; School Districts; School Personnel; *School Surveys; Secondary Education; *Secondary School Students

IDENTIFIERS- *Idaho

A model for statewide evaluation of Acquired Immune Deficiency Syndrome (AIDS) prevention education program in Idaho secondary schools was developed and implemented. Focus was on gathering the following data: the number of public schools implementing AIDS prevention education programs; the number of public schools where AIDS prevention education is part of a comprehensive health program; the percentage of students who have received AIDS prevention education; levels of AIDS knowledge and attitudes of students in grade 8 and high school; and levels of AIDS knowledge and attitudes of school personnel. The study included five data collection components: (1) a statewide survey of 100 of the 115 Idaho school districts; (2) a survey of 7,776 eighth-graders and senior high school students from 24 Idaho schools; (3) a survey of 32 school administrators, 16 school counselors, and 615 teachers; (4) on-site interviews with administrators, teachers, and school board members from schools in the student and personnel surveys; and (5) an analysis of curriculum materials used by the sample schools in conjunction with HIV/AIDS prevention education. Only 58% of the districts had an approved AIDS prevention education plan; less than half had integrated the information into a comprehensive plan. Surveys indicated that topics related to AIDS prevention were taught less often and later than teachers thought they should be. Findings highlight the progress made in Idaho as well as the need to align the AIDS curriculum policy with classroom practices. Five tables contain study data. (SLD)

ED 329 602 UD 027 404

Ginsburg, Alan; Hanson, Sandra
Values and Success: Strategies for At-Risk Children and Youth.
Catholic Univ. of America, Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; At Risk Persons; *Disadvantaged Youth; *Educational Strategies; Goal Orientation; *High Risk Students; Outcomes of Education; Self Esteem; Student Attitudes; Student Educational Objectives; Student Responsibility; *Success; *Values Education
IDENTIFIERS- *Values Research

This report provides evidence of a critical link between values and success among youth at risk of failure in school and life. Success-related outcomes include academic success and responsible behavior with respect to drugs and sexual relations. The report examines research evidence linking student attitudes and values to successful outcomes in the following four broad areas: (1) goals; (2) control over goals; (3) responsibility; and (4) conformity to societal norms. Successful intervention strategies and programs that promote positive values and attitudes in students are discussed and described within the following categories: (1) directly instructing students in values; (2) providing experientially based opportunities; (3) role playing; (4) incentives and opportunities; and (5) providing good role models. The report presents the following recommendations: (1) values approaches should be integrated into each school's overall program of student improvement; (2) schools should develop comprehensive strategies that address home and community, as well as school, influences; (3) opportunity must be recognized as an essential component of many values strategies, and extra resources for supplemental instruction, personnel training and supervision, smaller class or group size, and home and community outreach efforts must be provided; (4) schools must design individualized tactics appropriate to achieving specific outcomes; and (5) strategies should be consistent and long-term. The report includes one figure. (AF)

ED 329 617 UD 027 797

Orr, Margaret Terry

Keeping Students in School: A Guide to Effective Dropout Prevention Programs and Services.

PUB DATE- 89

NOTE- 254p.; First Edition. Foreword by Harold Howe.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comprehensive Programs; *Dropout Prevention; *Dropout Programs; *Dropouts; High Risk Students; *Individual Needs; Job Training; Out of School Youth; *Potential Dropouts; Questionnaires; Secondary Education; Supplementary Education; Urban Programs

The multiple causes and complex nature of the dropout problem require a variety of program approaches to help both at-risk students and dropouts. Twelve-Together (Detroit, Michigan), Adopt-a-Student (Atlanta, Georgia), and the Summer Youth Employment Program (New Bedford, Massachusetts) are supplemental services providing counseling and job readiness preparation for marginally at-risk students. The Secondary Credit Exchange Program (Washington State), the Murray-Wright High School Day-Care Center (Detroit, Michigan), and the Adolescent Primary Health Care Clinic (Houston, Texas) target youth whose economic, family, or personal responsibilities keep them out of school. The Job Readiness Program (Chicago, Illinois), Project COFFEE (Oxford, Massachusetts), and Rich's Academy (Atlanta, Georgia) are comprehensive school-affiliated programs targeting students with serious academic and attendance problems. The Alternative Schools Network (Chicago, Illinois) and Educational Clinics (Washington State) are comprehensive programs for out-of-school youth. The Systemic Approach to Dropout Prevention (New York, New York) and the Dropout Prevention and Recovery Program (Los Angeles, California) combine targeted and general strategies to increase the number of students who stay in school and graduate. The Boston Compact (Boston, Massachusetts) is a citywide approach that includes businesses, universities, and other social agencies. The following materials are appended: (1) a list of 45 references; (2) an explanation of the research methodology; (3) the field visit guide; and (4) a list of contacts. (FMW)

ED 329 632 UD 027 934

Raffe, David

Disadvantage in the Youth Labour Market: A Review of Evidence from the Scottish Young People's Survey.

SPONS. AGENCY- Edinburgh Univ. (Scotland). Centre for Educational Sociology.

PUB DATE- Nov 89

NOTE- 7p.; Paper presented to an Internal Seminar at the Industry Department for Scotland (Edinburgh, Scotland, United Kingdom, November 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Cohort Analysis; *Disadvantaged Youth; Dropouts; *Educational Attainment; *Employment Problems; Foreign Countries; *Labor Market; Secondary Education; Surveys; *Unemployment; Urban Problems; Vocational Education; Withdrawal (Education); Young Adults; *Youth Employment

IDENTIFIERS- *Scotland; Youth Training Scheme

This paper summarizes evidence from the Scottish Young People's Survey (SYPS) on the labor market problems of young people in Scotland. The discussion focuses largely on youth unemployment. Other indicators of disadvantage, such as quality of employment and wages, are either difficult to measure or are of doubtful validity for this age group. Since neighborhood is not an important source of the labor market disadvantage of young people, and factors associated with disadvantage do not show much local variation, much of the discussion is not specific to young people in deprived urban areas. Data from the SYPS indicate that leaving school and leaving vocational training programs are critical points in the process of becoming unemployed. Youth unemployment rates vary substantially across travel-to-work areas and generally correlate closely with adult rates. Significantly, however, SYPS data suggest that factors associated with individual chances of unemployment are the same across travel-to-work areas. Survey evidence consistently shows that school qualifications, or the lack thereof, are the most powerful predictors of a young person's chances of employment. The paper concludes that the best way to help young people in deprived areas is to raise their attainments in compulsory education. (AF)

ED 329 542 SP 032 945

Dorman, Arthur; And Others
Recruiting and Retaining Minority Teachers: A National Perspective.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Black Teachers; *Career Choice; Elementary Secondary Education; Faculty Mobility; Higher Education; *Minority Group Teachers; Role Models; *State Action; State Legislation; Student Attitudes; *Teacher Recruitment; *Teacher Shortage; Teacher Student Relationship

This Policy Brief consists of a report on the status of minority teachers in the United States, with emphasis on the states served by the North Central Regional Educational Laboratory. The first article examines the causes of the decline of minority group teachers and the impact of this shortage on minority students. It lists some of the strategies that have been implemented or proposed to address the problem (early identification of students interested in teaching, magnet school programs, improved guidance in high schools, efforts to present teachers and teaching in a positive light, scholarships and loan forgiveness programs, support structures for minority college students, employment guarantees, support for collaboration between historically Black colleges and research universities, preservice programs that will give students preparation and experience in urban schools, and networking). Regional action and agendas are outlined for the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. A commentary is presented on new strategies which are being developed for producing more minority teachers. A second commentary describes a plan for the recruitment and retention of minority teachers in Milwaukee. References and resources are included. (JD)

ED 329 559 TM 015 817

The Bilingual Test Information System.
Evaluation Assistance Center--East, Arlington, VA.; Georgetown Univ., Washington, D.C.; RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 137p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - General (130)
DESCRIPTORS- *Achievement Tests; Affective Measures; *Bilingual Education; Criterion Referenced Tests; *Diagnostic Tests; Elementary Secondary Education; Identification; Information Systems; Language Proficiency; *Language Tests; Norm Referenced Tests; Oral Language; Program Evaluation; *Standardized Tests; *Student Placement; Test Reviews
IDENTIFIERS- *Placement Tests

A resource is presented for those who work in bilingual education and who are involved in test selection. Initial information is provided regarding tests that might be used for student identification, placement and diagnosis, progress monitoring, exiting decisions, and program evaluation purposes. No endorsement or recommendation is implied and no test should be selected based on these reviews. An overview of testing and test selection discusses: the importance of testing in program evaluation; functions of norm-referenced and criterion-referenced tests; and four categories of test summaries. Test reviews are grouped in four categories: standardized achievement; standardized placement or diagnostic; oral language proficiency; and affective. The individual test summaries, when completed, will provide the following information as appropriate and available: (1) descriptive information about the category; (2) test description; (3) test structure; (4) language skills chart; (5) test administration; (6) norming information; (7) scoring information; (8) out-of-level testing; (9) equivalent tests; and (10) sources for test documentation information. This document contains a complete overview, and information on 12 standardized achievement tests, one standardized placement/diagnostic test, and 6 oral language proficiency tests. (SLD)

ED 329 603 UD 027 439

Position Document on the Re-Authorization of Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act.
National Association of State Coordinators for the Education of Homeless Children and Youth, Austin, TX.
PUB DATE- Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Childhood Needs; Data Collection; *Educational Finance; Elementary Secondary Education; Enrollment; *Equal Education; Federal Legislation; *Homeless People; Individual Needs; Statistical Data
IDENTIFIERS- *Reauthorization Legislation; *Stewart B McKinney Homeless Assistance Act 1987

This report recommends that reauthorization of Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act (1987) should include funding for direct services and asks the Federal Government to assume a leadership role in not only counting homeless children but also in ensuring that they receive a free and appropriate public education. Subtitle VII-B of the Act required states to provide homeless children with equal access to education, but federal funds amounting to less than 10 dollars per homeless child in America were made available to states for compliance. Although the Act ensures that homeless children will not be denied access to education because of residency issues, the following barriers to enrollment must be confronted: (1) interagency coordination; (2) immunization requirements; (3) birth certificate requirements; (4) school record requirements; (5) guardianship issues; (6) transportation problems; and (7) risk of domestic violence. Once a homeless child has been enrolled in school, the following issues must be addressed to assure educational success: (1) evaluation for special services; (2) tutoring/remedial education services; (3) continuity in educational programs; (4) preschool services; (5) counseling and psychological services; (6) medical, dental, and other health services; (7) school clothes/supplies; (8) parental training and education; (9) case management services; and (10) educator training. The need for amending the Act is explained in a concluding section on recommendations, and recommended changes in the language of the Act are appended. (FMW)

ED 329 574 TM 016 199

Catterall, James S.
Estimating the Costs and Benefits of Large-Scale Assessments:
Lessons from Recent Research.
Center for Research on Evaluation, Standards, and Student Testing,
Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Nov 90
NOTE- 18p.; Supersedes ED 293 856.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Educational Assessment;
Educational Finance; Educational Policy; Elementary Secondary
Education; *Evaluation Utilization; Literature Reviews; *National
Programs; *Program Evaluation; *State Programs
IDENTIFIERS- *Large Scale Programs

The costs and benefits of recent statewide and nationwide educational assessment programs are examined. The purpose of this paper is to present and substantiate some critical lessons and observations concerning: how the costs and benefits of large-scale assessments (LSAs) can be appraised, and the utility of this type of research to policymakers and educators. It is concluded that: (1) the classic cost-benefit analysis (CBA) model cannot underwrite a comprehensive analysis of LSAs; (2) CBA principles can be applied to a subset of all effects and, thus, contribute to an appraisal of the worth of LSAs; (3) the classic cost-effectiveness analysis (CEA) model is suited to a comprehensive analysis of LSAs, but the nature of LSAs limits the use of CEA in practice; (4) the traditional problems of inferring program effects in complex systems affect CBA and CEA studies of LSAs; (5) commonly held assumptions regarding educational assessment promote widespread beliefs that certain benefits will follow from its practice; (6) the benefits of LSAs depend heavily on the uses made of assessment information; (7) the costs of LSAs typically far exceed their published budgets; and (8) CBAs of LSAs have the potential to advance educational or economic optima, but LSA policy decision making may seek a political optimum instead. (TJH)

ED 329 589 TM 016 245

Byrne, Barbara M.

Reexamining the Factorial Structure of the Maslach Burnout Inventory for Elementary, Intermediate, and Secondary Teachers: A Cross-Validated Confirmatory Factor Analytic Study.

SPONS. AGENCY— Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE— Apr 91

NOTE— 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-6, 1991).

LANGUAGE— English

EDRS-PRICE— EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE— Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS— *Elementary School Teachers; Elementary Secondary Education; *Factor Structure; Foreign Countries; Goodness of Fit; Intermediate Grades; Job Satisfaction; Mail Surveys; Models; Psychological Testing; Questionnaires; *Secondary School Teachers; *Teacher Burnout; *Test Validity

IDENTIFIERS— Canada; *Confirmatory Factor Analysis; Cross Validation; Exploratory Factor Analysis; *Maslach Burnout Inventory; Teacher Surveys

The factorial validity of the Maslach Burnout Inventory (MBI) was studied for 2,931 Canadian teachers (48.2% males and 51.8% females) as a single professional group and for subsamples of this group (1,159 elementary school teachers, 388 intermediate school teachers, and 1,384 secondary school teachers). Study participants were full-time teachers from two large metropolitan areas in central Canada. The subjects represented about 42% of a sample originally sent the study questionnaire. The best-fitting factorial model was cross-validated for samples made by splitting the original group. Exploratory factor analysis and confirmatory factor analysis (CFA) were used to validate the hypothesized three-factor structure. CFA was subsequently used to: (1) identify aberrant scale items; (2) determine, via double cross-validation procedures, the model having the greatest predictive validity; and (3) test for the invariance of measurement and structural relations across calibration and validation samples. Although findings strongly support a three-factor structure, the deletion of four items (numbers 2, 11, 12, and 16) yielded a remarkably improved and psychologically sound instrument. Compared with data for the elementary school and secondary school teachers, model fit for intermediate school teachers was more problematic, although consistent with past research. A 57-item list of references is included, and an appendix gives a breakdown of MBI items on factors of burnout (emotional exhaustion, depersonalization, and personal accomplishment). Four tables present study data. (SLD)

ED 329 618 UD 027 811

Fagan, Tom; Emge, Lou

Designing and Evaluating Desired Outcomes for Program Improvement.

Advanced Technology, Inc., Indianapolis, IN.; Chapter 1 Technical
Assistance Center, Indianapolis, IN. Region B.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Compensatory Education Programs.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050)
DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged;
*Educational Objectives; *Educational Opportunities; Elementary
Secondary Education; Equal Education; Federal Legislation;
*Outcomes of Education; Program Administration; Program Design;
*Program Improvement; School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This guide presents Federal requirements for statements of the desired outcomes of compensatory education programs. Local education authorities (LEAs) must state their goals for improving the educational opportunities of educationally deprived children so that they will succeed in the regular educational program of the LEA, attain grade-level proficiency, and improve achievement in basic and more advanced skills. A desired outcome is defined as a goal statement or measurable objective that focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. A desired outcome statement should include the following elements: (1) goal; (2) outcome indicator; (3) standard or performance level; and (4) time frame. The guide includes five examples of desired outcomes for Chapter 1 programs and five checkpoints in developing desired outcomes. The implications of this requirement for the following activities are discussed: (1) instruction; (2) data collection and record keeping; (3) monitoring of progress; (4) school-level analysis and decision making; and (5) student-level analysis and decision making. The discussion illustrates how an incomplete statement can be revised using the four necessary outcome components as a guide. Activity sheets entitled "Sample Desired Outcome--To Be Critiqued" and "Writing Desired Outcomes--A Chapter 1 Extended-Day Kindergarten Scenario" are included. (AF)

ED 329 633 UD 027 944

Challenge 2000: Success for All Learners.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Dec 90
NOTE- 37p.; Photos will reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Dropout Prevention; Educational Change; *Educational Improvement; Elementary Secondary Education; *Lifelong Learning; *Parent Participation; Preschool Education; *School Restructuring; State Programs
IDENTIFIERS- America 2000; *Minnesota; National Education Goals

This state education plan is designed to improve the effectiveness and quality of the educational experiences of all students in Minnesota. Across-the-board improvements and major reforms in policies, programs, and practices are needed to restructure the way schools operate, children are taught, and parents and community members are involved in planning and decision-making. The following goals are outlined: (1) to guarantee that all children will enter school ready to learn, with families prepared to fully support and participate in their children's learning; (2) to restructure schools to improve the educational climate for learning; (3) to create comprehensive prevention and risk reduction services for all learners; (4) to assure that all elementary and secondary students will develop the skills for lifelong learning and productive citizenship; and (5) to provide adults with education opportunities leading to literacy and economic independence. (FMW)

ED 329 543 SP 032 946

Willis, Charles L.; Auer, Barbara R.

Beginning Teachers and Professional Development.

North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 123p.; One in a series of reports on Professional Preparation and Development.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Faculty Mobility; *Mentors; *Professional Development; *Program Development; Program Evaluation; *Social Support Groups; Teacher Certification; Teacher Orientation

This monograph reflects the perspective that programs for beginning teachers should include some broader goal of enhancing the status and image of the entire profession. This approach links goals and activities for beginning teachers with goals and activities for other individuals, organizations, and institutions. Chapter 1 discusses interactions among the qualities and concerns of beginning teachers, demands of their work, and other environments which influence them. Chapter 2 includes some considerations to be made before teaching begins. Chapter 3 focuses on creating mentor, peer, and other developmental relationships during an initial period of teaching. Chapter 4 tells how to provide other support activities during the initial period of teaching. Chapter 5 focuses on making decisions on certification, licensing, and continued employment. Chapter 6 describes activities and characteristics that foster continuous school improvement. Chapter 7 includes notes on planning, evaluating, and financing in relation to professional development programs for beginning teachers. Seven pages of references and eight appendixes containing forms and resources for professional development programs conclude the volume. (JD)

ED 329 604 UD 027 467

Ponciano, John

Racism and the Hispanic High School Dropout.

PUB DATE- 19 Aug 89
NOTE- 22p.; A paper prepared for the Education/Youth Subcommittee of the Hispanic Agenda Task Force of Michigan.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Dropouts; High Schools; *High School Students; Hispanic Americans; Racial Discrimination; State Programs; *Student Alienation; *Teacher Expectations of Students; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- *Hispanic American Students; *Institutional Racism; Michigan

Institutional racism is responsible for the high Hispanic dropout rate in Michigan. The term "pushout" is more appropriate than "dropout" for these students who are systematically ignored and devalued until they become alienated and leave school. Negative expectations are broadcast to Hispanic American students as soon as they enter elementary school, where they are ignored in the classroom and placed in low-ability groups and their parents are discouraged from participation. The process of disengagement begins in middle and junior high school, when the self-image is buffeted by a conscious awareness that teachers do not care about them. The sense of alienation deepens in high school and participation in academic and extracurricular activities decreases rapidly. More Hispanics are victimized in high school Spanish classes, where their language ability is denigrated, than in any other single class. Recommendations for improvement are based on an ongoing inservice training program for all school personnel and the active involvement of Hispanic parents. The following materials are appended: (1) a proposed state plan for reversing the Hispanic student dropout rate in Michigan; (2) a fact sheet on the Hispanic educational experience; (3) a checklist for evaluating a school's multiethnic orientation; and (4) a list of 29 references. (FMW)

ED 329 560 TM 015 990

Statewide Evaluation of Utah's Productivity Project Studies Program.
Executive Summary to the Final Report.
Utah State Univ., Logan. Dept. of Psychology.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 6 Aug 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Methods; *Productivity; Program Effectiveness; *Program Evaluation; *Public Schools; Research Projects; *School Effectiveness; *State Programs
IDENTIFIERS- Productivity Improvement; *Productivity Projects Studies Program (Utah)

In June 1989, the Utah State Office of Education contracted with the Research and Evaluation Methodology Program at Utah State University to conduct a statewide evaluation of Utah's Productivity Projects Studies Program. This executive summary of the results of the evaluation contains: (1) a description of the program; (2) an overview of the evaluation methods used; and (3) a summary of the major findings and recommendations relating to 12 evaluation questions. Between 1981 and 1990, Utah appropriated nearly eight million dollars to study educational productivity in public schools in Utah. Thirty-four school districts received direct funding for productivity studies. This summary focuses on 12 evaluative questions. Findings/recommendations are summarized regarding the following: (1) a new definition of productivity as improving the effectiveness and efficiency of educational programs and increasing the equality of access to educational opportunities; (2) recognition that previous evaluation of productivity projects has been inadequate; (3) acknowledgment that program management and assistance must be strengthened; (4) necessity of compliance monitoring; (5) need for technical assistance and training; (6) need for additional staffing; and (7) a recognition of the beneficial, although limited, impact of productivity programs to date. (SLD)

ED 329 575 TM 016 200

Herman, Joan L.; Winters, Lynn

Sensible School-Based Evaluation: Multilevel Evaluation Systems Project. Final Deliverable--January 1991.

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 91

NOTE- 134p.; Paper prepared in collaboration with the University of Colorado; NORC, University of Chicago; and Arizona State University. Appendixes for steps 4 and 5 present legibility problems.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accountability; Data Analysis; *Data Collection; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Management Information Systems; *School Effectiveness; *School Surveys; Test Construction; Test Interpretation

IDENTIFIERS- Educational Indicators; *School Based Examining

A rationale for school-based evaluation, criteria for a sensible evaluation and assessment system, and a systematic process for implementing an evaluation and assessment system are presented. School-based evaluation can be used as a management tool and a means of improving aspects of teaching. Sensible evaluation must be aligned with school goals, encompass a variety of indicators, provide explanatory power, assess progress over time, focus on both short-term and long-term targets of change, use valid measures, attend to unanticipated side effects, involve collaboration with program designers and implementers, and respond to accountability and monitoring concerns of local school districts and states. The six-step systematic process covers evaluation focus, information requirements, management of instrument development and data collection, collection and analysis of data, interpretation and communication of findings, and use of findings and monitoring effects of resulting changes. The following aspects of schooling, which help identify school quality, are described: student outcomes, curriculum, instruction, school climate, staffing, and parent-community relations. Six figures and two tables are included. Appendices include typical evaluation questions, sample survey instruments, a hierarchical list of school data useful for evaluation purposes, formats for using and displaying data, and a sample report to parents. (TJH)

ED 329 634   UD 027 945

Maker, C. June, Ed.; Schiever, Shirley W., Ed.

Defensible Programs for Cultural and Ethnic Minorities. Critical Issues in Gifted Education, Volume II.

PUB DATE- 89

NOTE- 376p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)

DESCRIPTORS- *Academically Gifted; American Indians; Asian Americans; Black Students; *Curriculum Development; Elementary Secondary Education; *Ethnic Groups; *Gifted Disadvantaged; Hispanic Americans; Minority Group Children; *Program Development; Student Needs; *Talent Identification

This collection of 41 articles examines critical issues in the provision of special services for gifted Asian American, American Indian, Black, and Hispanic American students. The following key issues are addressed for each group: (1) the identification of the gifted in that population; (2) the purpose of the special program for that population; (3) the need to differentiate the special program from that provided for majority culture students; (4) the nature of program modifications; and (5) any special considerations and administrative implications. The following findings are discussed: (1) definitions of giftedness must be appropriate to the student being served; (2) internal program articulation must address student strengths and weaknesses, and prevent interruptions in service by stabilizing placement criteria; (3) definitions, program purpose, and identification procedures must be clear; (4) all aspects of the program must be consistent with each other; (5) definitions and program purposes must be comprehensive; (6) teachers must respond to the differing values, concerns, and behavioral manifestations of giftedness; (7) gifted students must be viewed as having unique needs that are different from their peers'; and (8) instruments and procedures used in assessment must be valid. A 32-item list of materials and resources for developing a curriculum for Hispanic American students and 32 charts and illustrations are included. Statistical data are presented in three tables and one graph. A 495-item bibliography and brief biographies of the editors and contributors are appended. (FMW)

ED 329 590 TM 016 248

Sellers, Alfred H.; And Others

Dimensions of the Relationships between WISC-R Intellectual and Demographic Variables.

PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Comprehension; Cultural Influences; *Demography; Elementary Education; *Elementary School Students; *Ethnicity; Factor Analysis; Intelligence Quotient; *Intelligence Tests; Multivariate Analysis; Perception; Predictor Variables; Regional Characteristics; Regression (Statistics); Sex Differences; *Socioeconomic Status; Test Validity; Verbal Ability
IDENTIFIERS- Distractibility; General Factor (Intelligence); *Wechsler Intelligence Scale for Children (Revised)

The relationships between intellectual and demographic variables of the Wechsler Intelligence Scale for Children-Revised (WISC-R) were examined. Subjects were 2,200 children in the WISC-R standardization sample. Four multiple regression analyses were performed between Full Scale and Verbal Comprehension, Perceptual Organization, and Freedom from Distractibility (FFD) factor intelligence quotients (IQs) with 14 dichotomous demographic variables. Two canonical analyses were conducted between the demographic variables and sets of IQs and subtests, respectively. A general intelligence function, influenced by ethnicity, socioeconomic status, and region, was evident from both regression and canonical analyses. A weaker gender related attention dimension also emerged from the canonical analyses. The results provide a simultaneous multidimensional picture of the WISC-R intellectual and demographic variables and support the validity of the three factors suggested by A. S. Kaufman (1975), especially the FFD factor. Six tables present study data. (SLD)

ED 329 619 UD 027 812

Quilling, Mary; Essl, Howard

Using Evaluation Results for Local Reviews and Program Improvement.

Advanced Technology, Inc., Indianapolis, IN.; Chapter 1 Technical Assistance Center, Indianapolis, IN. Region B.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Basic Skills; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Evaluation Methods; Mathematics Skills; Measurement Objectives; *Outcomes of Education; Parent Participation; *Program Evaluation; *Program Improvement; Reading Skills; School Districts; Student Evaluation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This guide focuses on the collection, measurement, and evaluation of data for programs operating under the mandate of Chapter 1 of the Education Consolidation and Improvement Act. Assessment of compensatory education performance of local education authorities (LEAs) is based on reporting of the following data: (1) basic and advanced skill scores; (2) demographic information; (3) student progress in regular programs; (4) continued progress in meeting desired outcomes; and (5) sustained effects. The guide lists possible additional data sources for program measurement and evaluation. A norm-referenced model is included. Tips on interpreting and using evaluation results and improving the accuracy of evaluation data are listed. Guidelines and sample reporting forms for a Chapter 1 annual review are included. A discussion of data disaggregation is provided. Data disaggregation is defined as the process of pulling apart test scores and other types of information concerning student achievement, instructional services, and staffing patterns in order to explore relationships between learning and program characteristics. This discussion includes guidelines for curriculum alignment and data disaggregation. A chart listing various scoring systems, a brief description of each system, and the advantages and limitations of each system is included. Checklists for Chapter 1 evaluation quality control and test selection are appended. (AF)

ED 329 544 SP 032 949

Didham, Cheryl K.

Learning by Doing--Cooperative Learning in the College Classroom.

PUB DATE- Feb 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, ''Papers Presented at...'' (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *College Students; *Cooperative Learning; Group Activities; *Group Dynamics; Higher Education; *Learning Strategies; Preservice Teacher Education; *Teaching Methods; Teamwork

This paper describes an attempt to introduce 33 education majors to the concept of cooperative learning as a teaching method they may use when they are classroom teachers. The benefits of cooperative learning for young students are briefly discussed, and an explanation is given of the ''Student Teams Achievement Divisions'' (STAD) system of grade keeping in group experiences. The experiment with the six teams of students in their sophomore or higher level of college was evaluated by the students as a good learning experience. Problems that arose in the groups are described; it is noted that these problems were similar to those a teacher would find in an elementary or secondary classroom. A 15-item bibliography is included. (JD)

ED 329 561 TM 016 077

Smith, Douglas K.; Knudtson, Lenore S.

K-ABC and S-B:FE Relationships in an At-Risk Preschool Sample.

PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Comparative Testing; Correlation; Disabilities; Factor Analysis; *Intelligence Tests; Memory; Nonverbal Ability; *Preschool Children; Preschool Education; *Psychological Testing; *Scores; Verbal Ability
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Stanford Binet Intelligence Scale Fourth Edition

The Kaufman Assessment Battery for Children (K-ABC) and the Stanford-Binet: Fourth Edition (S-B:FE) were administered in counterbalanced order to a sample of 20 middle-class preschool children (11 males and 9 females) attending the Early Childhood Preschool Center located in a suburban area of a large midwestern city. Subjects' mean age was 4 years and 9 months. All children attending the center had been identified as at-risk for impeded future academic progress. Potentially handicapping conditions included both physical and educational difficulties. Subjects' global scale scores as well as the K-ABC supplementary scales (as proposed by R. Kamphaus and C. Reynolds) and the S-B:FE factor scores (as proposed by J. Sattler) were compared. The K-ABC Mental Processing Composite and the S-B:FE Test Composite produced a correlation of 0.79, while the K-ABC Global Intelligence Composite and the S-B:FE Test Composite correlation was 0.81. Although significant correlations were present for scales on the two tests that are purported to measure memory, non-verbal reasoning, verbal skills, and achievement, there were significant differences in global scale means of the two tests. The utility of the proposed supplementary scales and factor scores with at-risk preschool students are discussed. Three tables present study data. (Author/SLD)

ED 329 605 UD 027 514

Lareau, Annette

Home Advantage: Social Class and Parental Intervention in Elementary Education.

PUB DATE- 89

NOTE- 260p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Elementary Education; *Family School Relationship; *Middle Class; Parent Background; *Parent Participation; Parent Role; Social Class; *Social Differences; *Working Class

IDENTIFIERS- *Cultural Capital

Social class influences parent involvement in schooling. This book uses the case study method to compare family-school relationships in a working-class elementary school with those in an upper middle-class school, focusing on one first grade class in each school, and within the two schools, on 12 families, over the course of their children's first and second grade school year. The relationship between the school and the working-class family was found to be characterized by separation, as revealed in the following characteristics: (1) parents believe that education is the teacher's responsibility, seek little information, and focus criticisms on non-academic matters; (2) parents never intervene in the child's academic program, so their children receive a generic education; (3) such activities as reading to their children are sporadic and less than teachers would like; and (4) mothers are exclusively responsible for monitoring school activities. The relationship between the school and the upper middle-class family is characterized by interconnectedness, as revealed in the following characteristics: (1) parents believe that education is a shared responsibility between teachers and parents, are well-informed, and are very critical of school and teacher performance; (2) most parents attempt to reinforce the curriculum at home; (3) many parents, particulary the parents of low-achievers, attempt to customize and supplement the child's education by requesting particular teachers and programs or tutoring outside school; and (4) fathers impress teachers by attending school events and taking an active role in making important school-related decisions. A discussion of problems encountered during field work, a list of 430 references, and an index are appended. (FMW)

ED 329 635 UD 027 947

Padilla, Amado M., Ed.; And Others

Bilingual Education: Issues and Strategies.

PUB DATE- 90

NOTE- 259p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; *Classroom Techniques; Elementary Secondary Education; *English (Second Language); Higher Education; Immersion Programs; Instructional Innovation; *Politics of Education; Program Design; Program Evaluation; Research Problems; *Second Language Instruction

IDENTIFIERS- Content Area Teaching

This collection of 16 studies examines the wide variety of issues surrounding bilingual education and reviews program design, evaluation, and classroom strategies. The following chapters review the 20-year history of bilingual education and concomitant political issues: (1) "Bilingual Education: Issues and Perspectives" (A. M. Padilla); and (2) "History of Language Minority Education in the United States" (M. Malakoff and K. Hakuta). The following chapters provide a generally nontechnical review of the major issues involved in conducting research in language education: (3) "Language and Cognition in Bilingual Children" (K. Hakuta); (4) "Rationales for Native Language Instruction: Evidence from Research" (C. E. Snow); and (5) "African American Dialects and Schooling: A Review" (H. H. Fairchild and S. Edwards-Evans). The following chapters deal with the development and evaluation of bilingual programs: (6) "Bilingual Immersion Education: Criteria for Program Development" (K. J. Lindholm); (7) "Development of a Bilingual Education Plan" (C. M. Valdez and C. P. Gregoire); and (8) "Evaluation of an Elementary School Bilingual Immersion Program" (K. J. Lindholm and H. H. Fairchild). The following chapters focus on specific guidelines for how teachers can accomplish many of the goals outlined in previous chapters, with an emphasis on teaching content and language simultaneously: (9) "Combining Language and Content for Second-Language Students" (D. Christian, G. Spanos, J. Crandall, C. Simich-Dudgeon, and K. Willets); (10) "Language and Problem Solving: Some Examples from Math and Science" (G. Spanos and J. Crandall); (11) "Innovative Second-Language Instruction at the University" (M. A. Snow and D. M. Brinton); (12) "Dialogue Journal Writing: Effective Student-Teacher Communication" (J. K. Peyton); (13) "Beginning at the Beginning: First-Grade ESL Students Learn to Write" (J. K. Peyton); (14) "Cooperative Learning: Instructing Limited-English-Proficient Students in Heterogeneous Classes" (E. Jacob and B. Mattson); (15) "Material Needed for Bilingual Immersion Programs" (K. Willetts and D. Christian); and (16) "Innovations in Bilingual Education: Contributions from Foreign Language Education" (M. H. Fairchild and A. M. Padilla). Each chapter includes a list of references. (FMW)

ED 329 545 SP 032 950

Herbster, Douglas L.; And Others

A Flawless Method for First Year Teacher Employment.

PUB DATE= Feb 91

NOTE= 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

LANGUAGE= English

EDRS-PRICE= EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE= Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS= *Beginning Teachers; Career Development; College Students; Elementary Secondary Education; Higher Education; *Job Search Methods; *Mentors; Preservice Teacher Education; *Social Networks; *Teacher Employment

IDENTIFIERS= Montana State University

A strategy was developed at Montana State University to ensure future employment for their preservice teacher education students. The emphasis is upon a full utilization of networking and mentoring for the students beginning as freshmen in college. The college suggests a seven-step approach to finding future employment which involves both mentoring and networking at the local and regional levels. Outlines are presented of the vital components of networking (connecting those who have need for information and services with those who have the resources) and mentoring (individual who may be called upon for help or advice in either personal or professional life). (JD)

ED 329 576 TM 016 201

Bell, Robert M.; And Others
Baseline Nonresponse in Project ALERT: Does It Matter? A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.
PUB DATE- Apr 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adolescents; Attrition (Research Studies); *Data Collection; Drug Abuse; Grade 7; Grade 8; High Risk Students; Junior High Schools; *Junior High School Students; Longitudinal Studies; Prevention; *Program Evaluation; Questionnaires; Research Problems; *Response Rates (Questionnaires); Smoking; Student Participation; Test Validity
IDENTIFIERS- *Nonrespondents; *Project Alert

The impact of non-response (NR) in baseline data collection on the ability to analyze treatment effects in Project ALERT (Adolescent Experiences in Resistance Training) was studied. Project ALERT is a multisite, multiyear test of a smoking and drug prevention program for seventh and eighth graders. Questionnaires about drug use and related topics were administered to students enrolled in 20 treatment and 10 control schools in 8 California and Oregon districts, and saliva samples were taken. By April 1988, six data collection waves were completed. The baseline population was 7,566 students. Of the intended sample, 16% did not participate in some or all of the baseline data collection because of parents' refusal to allow participation, students' refusal to participate, and absence from school on survey dates. In all, 1,484 respondents and 1,287 non-respondents were selected for analyses comparing the two groups in terms of grades, absenteeism, race/ethnicity, and gender. The number of students lost due to baseline non-response (NR), differences between respondents and non-respondents, the effect of NR on the sample, and potential differences among treatment groups caused by NR were also analyzed. The likelihood that a high proportion of non-responders were substance users or at high risk of using substances and the threat to internal validity caused by NR were important parts of the analyses. The results show that: non-respondents and respondents differed substantially; NR had little impact on the sample; internal validity was maintained; and steps to reduce NR succeeded. Six data tables and two bar graphs are included. (TJH)

ED 329 591 TM 016 251

McCallin, Rose C.
Using Cognitive Learning Theory and Domain Knowledge Structure as Guidance in Professional Education Course Development.
PUB DATE- Apr 91
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-6, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Faculty; *Course Content; *Curriculum Development; Epistemology; Factor Analysis; Finance Occupations; *Knowledge Level; *Learning Theories; Licensing Examinations (Professions); Matrices; Postsecondary Education; Professional Education; Rating Scales; Surveys
IDENTIFIERS- *Certified Financial Planner Prof Educ Prog; Certified Financial Planners; Domain Analysis; Experts; Practitioners; *Subject Content Knowledge

Six separate studies were conducted using judgments from academic and practitioner experts to determine the knowledge structure of the Certified Financial Planner Professional Education Program (i.e., the organization of discipline topics and the relationships among them). The program consists of six sequential financial planning knowledge domains. The knowledge structure investigations were based on cognitive learning theory; the findings were designed to assist in the development of instructional materials to help learners: (1) solve domain-specific problems; (2) transfer relevant knowledge; and (3) perform successfully on certification examinations that assess complex thinking behaviors. Data were derived from surveys which required participants to rate the degree-of-content relatedness. The six studies organized the initial 175 topics into 50 key areas, based on 15,503 degree-of-content-relationship values provided by 39 experts for 2,511 topic-pair combinations. Principal components analysis techniques transformed relationship judgments into factor loadings. The findings are presented in matrices that can be used to: (1) identify and emphasize key areas in each domain; (2) determine and communicate relationships among topics; (3) specify linkages among topics; and (4) assist in designing a comprehensive review course. Eleven tables present study data, and a 47-item list of references is included. (SLD)

ED 329 620 UD 027 866

Hall, Christine C. Iijima, Ed.; And Others
Black Females in the United States: A Bibliography from 1967 to 1987. Bibliographies in Psychology No. 3.
American Psychological Association, Washington, D.C.
PUB DATE- 89
NOTE- 198p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Databases; *Blacks; Doctoral Dissertations; Educational Psychology; *Females; *Psychological Characteristics; *Psychological Needs; *Psychological Patterns; Psychological Studies; *Psychology
IDENTIFIERS- *PsycINFO

This bibliography on the psychological status of black females in America includes references to 2,503 journal articles and dissertations published between 1967 and 1987. The bibliography was compiled from a search of PsycINFO, the computerized version of "Psychological Abstracts." Section 1 contains annotated citations to journal articles focusing on black females in the United States. Section 2 contains unannotated citations to journal articles in which relevant data on black females are reported, but in which they may not be the primary subject population. Section 3 contains citations to dissertations on black females in the United States. Entries are arranged alphabetically within the following categories: (1) general psychology; (2) psychometrics; (3) human experimental psychology; (4) physiological psychology; (5) communication systems; (6) developmental psychology; (7) social processes and social issues; (8) social psychology; (9) personality; (10) physical and psychological disorders; (11) treatment and prevention; (12) professional personnel and professional issues; (13) educational psychology; and (14) applied psychology. An author index and a subject index are also included. Statistical data are presented in one table. An analysis of the citations by subject area and an explanation of the search strategy are appended. (FMW)

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